nea reporter

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New Hope For A Federal Collective Bargaining Law

NEA's deputy executive director tells of revitalized plans

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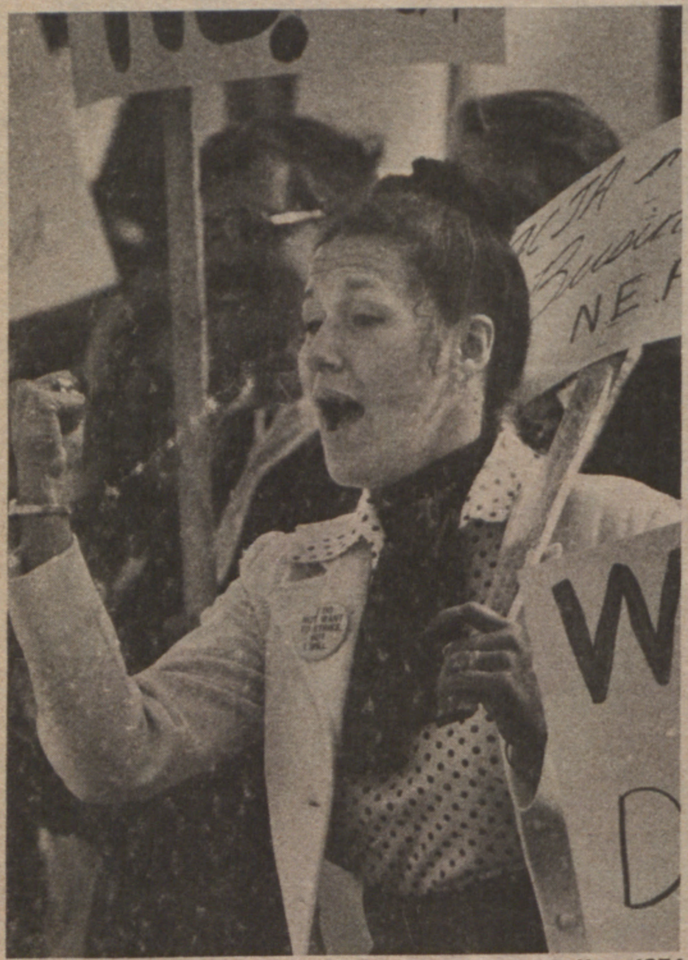

Jefferson County teachers struck only as a last resort. Here JCTA member Sharon Mudd, in a pre-strike action, urges motorists to honk their horns in support of teachers' efforts to get school board back to bargaining table.

LOUISVILLE, KY.—An extra-long Thanksgiving holiday ended December 14 for 118,000 Jefferson County children as teachers went back to work after winning their 10-day strike, the longest ever in the merged Jefferson County-Louisville school district.

Some 5,860 teachers had refused to show up for classes since November 30, when they struck for a pay raise, grievance arbitration, and smaller classes. Schools in the district, the 18th largest in the nation, had not opened since they closed November 23.

The Jefferson County Teachers Association, with 4,640 members the 8th largest NEA affiliate, led the successful strike.

Teachers won an 8.6 percent pay increase for the 1976-77 school year, retroactive to last August. Salary reopeners are scheduled for the second and third years of the contract. The starting salary went from $8,300 to $9,100.

JCTA won its fight for grievance arbitration though with an unusual compromise. The school board, which shrinks to 8 members in January, can overturn an arbitration decision—but only if 7 members agree to do so.

For the first time, class size will be limited, with tops ranging from 28 children in first grade to 35 in secondary academic classes. A discipline code ensuring administrative support of teachers was written into the contract, so violations can be grieved. Teachers are guaranteed a duty-free lunch period of 20 minutes. All 10 days of the strike will be made up, and there will be no reprisals against strikers.

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NEA President John Ryor talks at a rally of Jefferson County teachers during the strike to lend his support. JCTA President June Lee (seated) later told 4,000 cheering teachers who approved the pact almost unanimously, "We do have a victory. This is indeed your finest hour."

ON STRIKE
J.C.T.A. ON STRIKE
ON STRIKE
J.C.T.A. ON STRIKE
J.C.T.A. ON STRIKE

Striking teachers braved 7-degree weather to picket Jefferson County's school board and schools, using oil drums to keep warm. Because local law prohibits open burning, teachers kept hot dogs on fires to take advantage of exception for picnic fires.

NEA Proposes National Alliance with AAUP

WASHINGTON, D.C.—A National Alliance in Higher Education that would pool the strengths of NEA and the American Association of University Professors was officially proposed by NEA to AAUP in mid-December.

The proposal outlines a model for an alliance to maximize the benefits and services provided to college and university faculties by the two national organizations and to eliminate the waste and duplication now caused by the competition between them.

FORMAL ALLIANCE

What NEA is proposing is a formal alliance in which each organization would retain its own name, autonomy, staff, finances, and governing structure. The two organizations would divide their responsibilities, with NEA committing itself to service the organizing and collective bargaining needs of all members in higher education bargaining units or units preparing to organize for bargaining, and AAUP committing itself to continue its recognized contributions in the areas of academic standards and practices.

In all future higher education bargaining representation elections, NEA and AAUP would join forces. Neither organization would affiliate a local representing or seeking to represent faculty in collective bargaining unless the local affiliated with both national organizations. The goal is to stop splitting the pro-bargaining vote between the two organizations' competing affiliates—a split that has all too often given victory to the "no representation" forces on campus.

DUES STRUCTURE

Individual members of the new NEA/AAUP joint affiliates, along with all current NEA higher ed members, would become active members of both organizations. They would pay no dues directly to AAUP; rather, NEA would transmit to AAUP a yearly rebate per dues-paying NEA member in higher education, in return for AAUP services to all alliance members.

"The proposed alliance should work to the mutual benefit of everyone involved," NEA President John Ryor stated in a letter sent to AAUP President Peter Steiner with the proposal. "Locals and individual members will receive the coordinated services of two national organizations without any increased cost to them."

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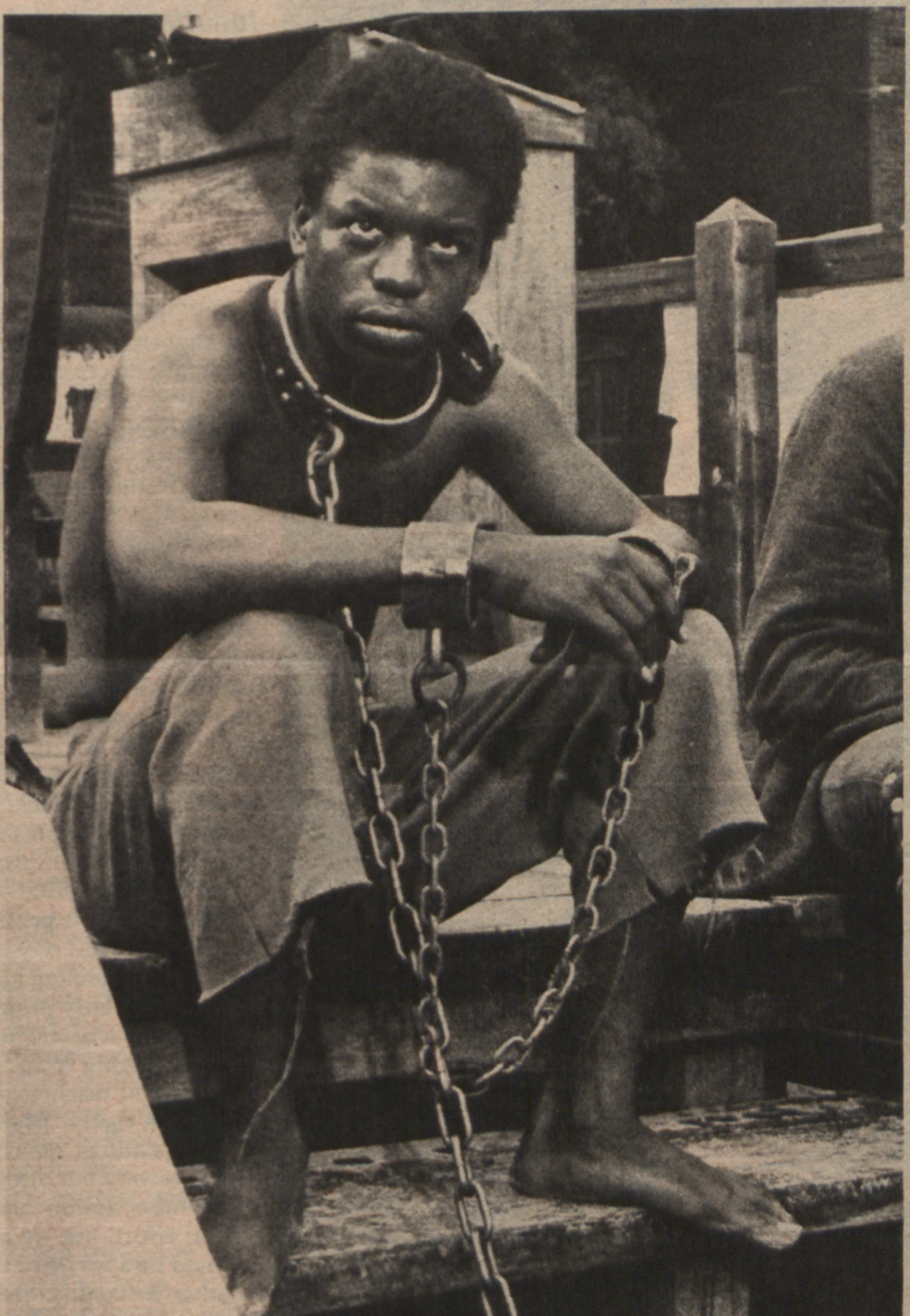
Endorsed by NEA

'ROOTS'

Cicely Tyson appears in "Roots" as Binta, mother of Kunta Kinte, young African whose capture into slavery changed course of descendants' lives. Looking on is Maya Angelou, who plays Kunta's grandmother, Nyo Boto.



Seventeen-year-old Kunta Kinte, played by LeVar Burton, awaits sale as slave after he is kidnapped from his home in Gambia, West Africa, and taken to America in the crowded, stench-filled hold of slaving ship.

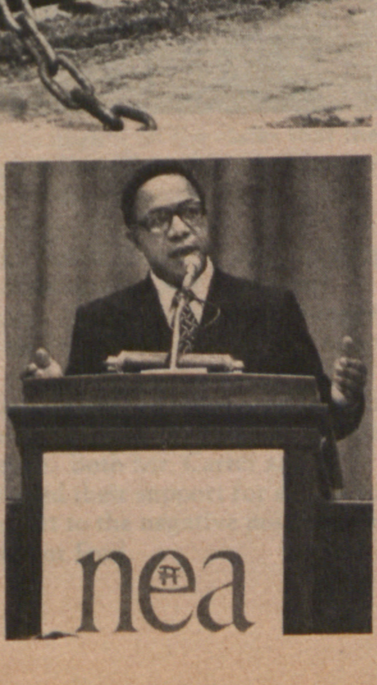
Saga on TV This Month

WASHINGTON, D.C.—"Roots," Alex Haley's saga tracing his family back seven generations to the abduction of 17-year-old Kunta Kinte from Gambia, West Africa, and his sale as a slave in Virginia in 1767, up until his family's release from slavery after the Civil War, will be shown on television for eight consecutive days.

Endorsed by NEA, the program airs in either one- or two-hour segments from Sunday, January 23, through Sunday, January 30, for a total of 12 hours on eight consecutive days. The program runs from 9 to 11 pm. EST on January 23, 24, 28 and 30, and from 10 to 11 p.m. EST on January 25, 26, 27 and 29.

LeVar Burton, a drama student at the University of Southern California, plays young Kinta, while Cicely Tyson plays Binta, his mother, and O. J. Simpson appears as the father of a young girl kidnapped along with Kinta.

Haley, whose book "Roots" is number one on the New York Times best seller list, electrified the NEA Convention at Atlantic City in 1972 when he told how he traced his family's history from three African words passed down by oral tradition. Eventually these clues led him to a *grito*, a trained oral historian of the Mandinka tribe in Gambia, who related the kidnapping of Kunta Kinte, Haley's great, great, great, great grandfather.



Author Alex Haley, who spent 12 years reconstructing his family's African roots, tells teachers of his search at the NEA Convention in Atlantic City in 1972.

NEA Presses for Better Children's TV

An American child watches about 16,000 hours of television before leaving high school, ABC-TV Vice-President Squire Rushnell reported to an Action for Children's Television symposium held recently at Harvard University. This compares with 12,000 hours a child spends in the classroom during those years.

This fact—and growing teacher awareness of the effect, for better or worse, of television on their students—has spurred teacher associations to develop closer working relationships with TV producers and broadcasters. As part of this push—and in an effort to help improve the quality of children's television—NEA has expanded its contacts with television industry leaders, from local station managers to network presidents. And many of these leaders are coming to NEA for advice.

NEA representatives have met this year with a number of organizations, including the American Medical Association, Action for Children's Television, the National Association of Broadcasters, as well as the major networks. NEA is planning a series of resource materials to assist teachers in using television, particularly children's television programs.

New Hope For A Federal Collective Bargaining Law

NEA REPORTER INTERVIEWS

Robert H. Chanin,

NEA deputy executive director and general counsel

NEA is launching a renewed effort in Congress to secure a federal collective bargaining statute for teachers and other public employees. The drive for such a statute was slowed last summer after a U.S. Supreme Court decision,* National League of Cities v. Usery, *limited Congress' authority to regulate certain functions of local and state governments. But a closer look at the Court's decision, and at other factors, provides new hope for a federal collective bargaining statute.

The REPORTER asked Chanin about the renewed NEA campaign.

REPORTER: At the NEA Annual Meeting last summer, it was suggested that NEA might terminate its effort to secure a federal collective bargaining statute for public employees. What was the basis for this suggestion?

CHANIN: It was based on the June 24 decision of the United States Supreme Court in *National League of Cities v. Usery*. In this case, the Court held that Congress had exceeded its authority under the Commerce Clause of the Constitution when, in 1974, it extended the minimum wage and maximum hour provisions of the Fair Labor Standards Act to most employees of state and local governments. Although the Court's opinion did not refer specifically to collective bargaining, it did revise certain basic principles regarding the power of the federal government to regulate the public employer-employee relationship. This caused us to reassess the constitutional justification for a federal collective bargaining statute, and we concluded that the reasoning in *National League of Cities* probably rendered unconstitutional at least certain aspects of the statute that NEA had been proposing.

REPORTER: What options did that leave NEA?

CHANIN: One possibility was to completely abandon our federal effort and rely entirely upon state statutes to secure collective bargaining rights for teachers. We did not consider that a particularly promising approach. There is at the present time a patchwork quilt of state collective bargaining statutes ranging from fair to terrible, and hundreds of thousands of teachers do not even have minimal collective bargaining rights. Moreover, in many parts of the country state legislatures and courts have become increasingly hostile toward our efforts in the collective bargaining area.

The other option was for the NEA to continue with its federal effort, but we had no desire to do this if it would be a waste of time. The critical question was whether we could correct the constitutional defects in the NEA's proposed statute without unduly reducing its effectiveness as a means of achieving collective bargaining for teachers.

REPORTER: Are you saying that the second option now seems viable?

CHANIN: Yes. We believe that the initial reaction to *National League of Cities* was overly pessimistic.

REPORTER: What is the basis for that belief?

CHANIN: In order to answer your question it is necessary to make clear precisely what the Supreme Court did and did not do in *National League of Cities*. The Court struck down the 1974 amendments to the Fair Labor Standards Act on the ground that they intruded impermissibly into the area of state sovereignty, but it did not say that every congressional enactment which intrudes into that area is necessarily invalid. An enactment is invalid only if, as the Court put it, the intrusion "impairs the States' ability to function effectively within the federal system." The Court indicated that whether there is such an impairment is to be determined by applying a balancing test; specifically, the degree of federal intrusion must be balanced against the countervailing federal interest which occasioned the enactment.

Viewed in this context, the constitutional defect in the 1974 amendments was that they took away from the states the final say in regard to wages paid and hours worked. In generic terms, they displaced the states' authority to determine the substantive terms and conditions of employment of those whom they employ. If this is a correct reading of the Court's opinion, and we believe that it is, then a federal statute which imposes a procedural obligation upon the states to engage in good faith collective bargaining, but which reserves to them their ultimate authority to determine the wages, hours, and other substantive terms and conditions of employment, should survive under the balancing test adopted in *National League of Cities*.

REPORTER: Would NEA's proposed statute meet this standard?

CHANIN: As I indicated, in its present form it probably would not. Prior to *National League of Cities*, NEA was seeking to have teachers brought under the coverage of the National Labor Relations Act, appropriately amended to accommodate certain differences between the public and private sectors. Although NEA's proposal does not by its terms mandate the wages to be paid, the hours to be worked, or any other substantive terms and conditions of employment, it still would present problems under the balancing test adopted in *National League of Cities*. There are several aspects of the NEA's proposal which would intrude deeply into the authority of the states and might well be deemed to impair their ability to function effectively within the federal system.

REPORTER: What are these aspects?

CHANIN: There are several, but three stand out. These are the right to strike, the procedure for resolving collective bargaining impasses, and the effect that a federal collective bargaining statute would have on state retirement statutes, tenure statutes, and other statutes establishing substantive terms and conditions of employment.

REPORTER: Can you briefly discuss each of these?

CHANIN: The NLRA guarantees to all covered employees the right to strike. Although NEA's proposal would place a "health and safety" limitation on the exercise of this right, Congress would, in effect, be giving public employees the power to bring the operations of state governments to a complete standstill. Furthermore, it would only be through the limited injunctive power of the federal courts that the states could force a resumption of such operations.

The NEA proposal would insert into the NLRA a structured impasse resolution procedure. Under this procedure, the teacher organization would have an option. If it was willing to waive its right to strike, it could submit unresolved issues to binding arbitration. This means that a federally appointed arbitrator would have the power to impose upon the states specified expenditures, personnel policies, operating procedures, etc.

The NEA proposal would add to the NLRA a new section dealing with the effect that the federal collective bargaining statute would have on state statutes establishing substantive terms and conditions of employment. Under the Supremacy Clause of the United States Constitution, a federal statute dealing with a particular matter generally supersedes or "preempts" a state statute dealing with the same matter. Accordingly, if a federal statute was enacted which made retirement, tenure, and the like, bargainable, state statutes dealing with those matters might be invalidated.

For non-constitutional reasons that I will not attempt to explain at this point, the current NEA proposal takes an essentially non-preemptive approach in regard to the authority of the states to enact statutes establishing the substantive terms and conditions of employment. It does draw a distinction, however, based upon the date of enactment of the federal collective bargaining statute: state statutes enacted prior to that date would be preserved *in toto;* those enacted after that date would be valid only as "minimum standards." This means that, through collective bargaining, the parties would be able to supplement the arrangements set forth in the state statutes, and the states would, a least to this extent, be stripped of their power to regulate statutorily any matter which came within the mandatory scope of collective bargaining under the NLRA.

REPORTER: How would the revised NEA proposal deal with these problems?

CHANIN: The constitutional problem presented by the right to strike would be solved if we simply abandoned that right. We consider this an unacceptable compromise, however. What we plan to do instead is retain the present language regarding the right to strike, but add a proviso which expressly would authorize a state to prohibit or limit the right by statute. In effect, then, teachers in every state would have the right to strike unless and until a state legislature "opted out." The opt-out approach will have a significant advantage for teachers. In those few states in which teachers now have a legal right to strike, it is most unlikely that the legislatures will opt out of a federal right which is similar to that which they have on their own initiative given to teachers. Moreover, in certain other states where the teachers have been unable to secure a statute legalizing the strike, they may well have the political power to prevent the enactment of an opt-out statute. And, even in those states in which the legislature does opt out, the teachers certainly will be no worse off in regard to the strike than they would be in the absence of the federal statute.

Although this approach places an affirmative burden upon the states to take legislative action in order to avoid federal intrusion, we do not believe that this is the type of forced relinquishment of decision-making that the Court found unacceptable in *National League of Cities*.

With regard to the procedure for resolving collective bargaining impasses, we plan to eliminate the binding arbitration option and make factfinding with nonbinding recommendations the terminal step. A proviso would be added, however, which expressly would authorize a state to enact legislation making the recommendations binding if it chose to do so.

Reading this recommendation in conjunction with that made regarding the right to strike, the teachers in a particular state could end up with any one of several structures. At best, they could have the structure set forth in the current NEA proposal—that is, nonbinding recommendations with the right to strike unless the teacher organization waives that right in order to secure a binding decision. At worst, they could have what is available under most of the current state public sector collective bargaining statutes—that is, nonbinding recommendations with a strike prohibition. Whether it was one of these or some intermediate structure would depend upon the effectiveness of the state-level lobbying effort.

As far as preemption is concerned, NEA's proposal will be modified to eliminate the time factor as a relevant variable vis-a-vis the preemptive effect of the federal collective bargaining statute. Not only will all pre-existing state tenure statutes, retirement statutes, and other statutes establishing substantive terms and conditions of employment remain valid, but the right of the states statutorily to establish substantive terms and conditions of employment in the future will be unimpaired. The result does not cause us any real difficulty since most of the statutes in question are protective in nature and have the support of NEA's state affiliates.

REPORTER: Would the NEA proposal cover just K-12 or higher education as well?

CHANIN: It would cover both K-12 and higher education. The proposed statute, however, would apply not only to teachers but to all other employees of state and local governments as well.

REPORTER: What would happen to state collective bargaining statutes?

CHANIN: It is important to clearly distinguish between state statutes dealing with tenure, retirement, and other substantive terms and conditions of employment, and state collective bargaining statutes which regulate the relationship between school boards and teacher organizations. The former would remain valid. The latter would be preempted and teachers in all states would come under the coverage of the NLRA. I might add in this connection that, in our opinion, the NLRA would provide teachers with a much more desirable legal framework than do any of the existing state collective bargaining statutes.

REPORTER: With these changes, would NEA's proposal be constitutional?

CHANIN: The precise power of Congress to regulate the public employer-employee relationship is by no means clear. We can weigh the odds and make educated guesses, but we cannot predict with any degree of certainty the ultimate result of a constitutional challenge to the statute suggested. What we can say is that such a statute does not appear to have the type of impact on the states that the Supreme Court found objectionable in *National League of Cities* and it should fall on the permissible side of the constitutional line established by that case.

REPORTER: Is there a better chance to pass the proposed statute with the new administration and Congress?

CHANIN: We think so. As far as Congress is concerned, there has for the past few years been considerable support for a federal collective bargaining statute for public employees. We anticipate at least as much, and hopefully more, support in the new Congress. The significant difference will be in the White House. Both Mr. Carter and Mr. Mondale have indicated their support for such a statute, and this is in sharp contrast to the negative position which has been taken by President Ford.

NEA Offers

What Reforms Hath Congress Wrought?

If one of your New Year's resolutions was to file your income tax early this year, you're in luck. Here is a look at the major changes in the tax laws, giving you a head start on that tedious but necessary chore.

You do need help. IRS Commissioner Donald Alexander has said the changes will make the 1976 tax form more difficult to complete for most people. One reason: All taxpayers must now compute their taxable income, no matter how much they make or whether they plan to itemize deductions.

The Tax Reform Act of 1976 is the most sweeping tax measure enacted by Congress since it first passed the Internal Revenue Code of 1954.

Are you better off or worse off under the new law? That's hard to say. One person's tax exemption is another's loophole, and some of these exemptions/loopholes, like home offices and sick leave, have been severely restricted.

On the other hand, changes in child care deductions should help most working parents, though here too the new version hurts some.

CHILD CARE EXPENSES

You may win or you may lose on this one. Lower-income parents and persons who don't itemize will win; upper-income parents will be helped because the income ceiling has been removed.

But if you took large deductions for day care centers or baby sitters before, you might not do so well. Now you are limited to 20 percent of child care expenses which allow you to go to work: up to $2,000 for one child, and $4,000 for two or more children. In practical terms, that means the maximum tax credit is $400 for one child, and $800 for two or more dependents.

Notice you get a tax credit now, not a deduction as before. A tax credit is money you deduct from the total you owe the government, and is generally better than a deduction, which merely drops you to a lower tax bracket.

Your child care expenses may be for services either in your home, or outside. But children cared for outside the home must be under 15 years old.

You can now pay a relative to look after your child, even if Grandma or Uncle Harry lives with you, and still be eligible for the tax credit. But your relative cannot be your dependent, and you must pay social security taxes on his or her wages.

Before, both parents had to work fulltime. Now, one or both can work part-time.

However, married couples claiming the credit must file a joint return. The eligible expenses are limited to the amount of the earnings of the spouse earning the *smaller* amount. So if a married taxpayer has a non-working spouse, no credit is available, since the non-working spouse has not earned income.

Special rules apply where the non-working spouse is physically or mentally disabled or is a full-time student for at least five calendar months in the year.

In these instances, the law assumes an earned income of $166 per month for each month that the spouse is disabled or is a student if there is one qualifying individual in the household; $333 per month is allowed where there is more than one qualifying individual in the household.

HOME OFFICE OUT

NEA General Counsel's office advises that home office deductions have been effectively wiped out for most public school teachers. Before, you could deduct a portion of your home used for business or income-producing purposes. Courts were more liberal than IRS in allowing you to deduct where your home office was "appropriate and helpful" to performing your job, such as grading papers.

The new law tightens up the deduction considerably and makes its use for teachers extremely limited. Under the new rules you are not permitted to deduct any expenses for using your home for business purposes unless you use your home exclusively and on a regular basis as:

(a) your principal place of business; or

(b) a place of business which is used by patients, clients or customers in meeting or dealing with you in the normal course of your business.

The new rules expressly provide that an employee's use of his or her home must be for *"the convenience of the employer"* before the deduction will be allowed. Exactly just what is meant by this phrase may have to be decided by the courts.

Under these new rules, a teacher who conducts a business tutoring students in a portion of his or her home which is not used for *any* personal purpose would be able to take the deduction up to the amount of income derived from the tutoring business.

Similarly, the deduction should be available to teachers who "for the convenience of" their school system meet with pupils or parents at home, and they do so regularly in a portion of their homes used exclusively for that purpose. Most teachers, however, will no longer be able to use the deductions.

You still may be eligible for a home office deduction if you have an additional source of income other than teaching: for instance, if you write for publication at home, develop photographs for sale (darkroom), or paint or sculpt (studio). The point is that you must be trying to make money, not just engaging in a hobby.

HELP With Your Taxes

SICK NO MORE

That's right, you'd better stay in good health. You used to be able to deduct up to $100 a week if you were out sick more than 30 calendar days, but now if you are under age 65 you must have retired on disability and be permanently and totally disabled to qualify.

You can deduct only up to $5,200 a year ($100 weekly). If you make *over* $15,000 a year, your exclusion is reduced on a dollar by dollar basis. For instance, if you received $5,200 in disability payments and $15,000 in other income, you would no longer be eligible for the deduction.

To qualify for this deduction, you must file a joint return (assuming you are married and not separated).

To qualify as "retired" under the new sick pay exclusion rules, you have to stop working entirely. "Permanently and totally disabled" means that you are unable to engage in any substantial gainful activity because of a medically determinable physical or mental impairment. This illness must be expected to result in death, or to last for at least one year.

STUDENT LOANS

Rules about cancelling certain student loans have been liberalized. These loans provide that part or all of the loan will be cancelled before 1979 if the student performs a specified service (practice medicine or teach in rural areas, for instance).

Before, you had to include the cancelled part of your loan as income; no longer.

HIGHER PAY, NO TAXES

You can make up to $2,450 if you're single and under 65, and still not have to file a tax return (though you might want to file if you're owed money). The amount is $3,600 for a married couple filing a joint return; $750 for a married taxpayer filing a separate return; and $2,850 for a surviving spouse.

HIGHER LIMITS

The maximum limits allowing you to use the standard deduction have been raised, as has the low income allowance. A single person can now deduct a flat income allowance of $1,700, up from $1,600 in 1975. Or you might prefer to take the standard deduction: 16 percent of your adjusted gross income up to $2,400 (up from $2,300 from 1975), if that is higher. Maximums for married taxpayers have also been increased, and are listed in your tax forms.

TAX TABLES

If you made under $20,000 in 1976, you'll be using a series of four tax computation tables which replace the optional tax table.

S.O.S.—WHAT ELSE CAN I DEDUCT?

Most other tax provisions remain the same. You are still entitled to the *general tax credit,* which was extended for the 1976 and 1977 tax years. You can take a $35 credit for *each* personal and dependency exemption (other than age or blindness), or two percent of your first $9,000 of taxable income, whichever is higher.

If you earned less than $8,000 in 1976, and have a child at home who is under 19, a student, or disabled, you can get an *earned income credit.* You can get back 10 percent of the first $4,000 you made (up to a maximum of $400).

Once you earn over $4,000, your credit is reduced by 10 percent. So if you made $5,000, you would be entitled to $400 (10 percent of $4,000) minus $100 (10 percent of $1,000, the amount over $4,000) or $300. This credit disappears as you approach $8,000.

Check the following items for possible tax breaks. If one applies, look it up in the tax forms or NEA's tax book (see coupon at end of article). IRS publishes free tax guides.

- *Political contributions:* you can take a deduction of $200 on a joint return, $100 on other returns, or a tax credit of one half your contribution (up to $50 on joint returns, $25 on all others). Don't forget to check off the federal funds box for presidential elections.

To be tax deductible, contributions must be made to a national political party, or its state or local committee, to an announced candidate for nomination or election to public office or to a candidate's campaign committee. The candidate must have announced he or she was seeking election in 1976 or is running in 1977.

- *Certain educational courses:* various classes, workshops, or educational conferences can be deducted so long as they are required to retain your job (this doesn't apply to minimum educational requirements needed for the job, such as a B.A.), or so long as you maintain or improve skills needed in your *present* job. IRS does not encourage anyone to change jobs; however, you can change from elementary to secondary level, or from teaching math to English; or you can become a guidance counselor or principal and IRS says you're still engaged in the same general type of work, thus entitled to a deduction.
- *Travel:* your travel must be "directly related" to your teaching to be deductible. Most of your travel time must be spent on maintaining or improving skills used in your job.

The Tax Court in 1970 reversed IRS and upheld a world history teacher who traveled throughout France, visiting historical sites and collecting slides for her classes. The court said that this travel directly improved her skills as a history teacher. Her husband, who taught Latin, fared less well. The court failed to see how his Latin skills were improved by the trip (perhaps the couple should have gone to Italy, instead . . .).

Travel abroad to attend classes is deductible if you meet the same requirements.

- *Educational Expenses:* You can deduct tuition, books, supplies, lab fees, and other items, but only if you itemize your deductions. You can deduct travel expenses to obtain an education (but not commuting), tolls, parking fees, and meals and lodging while away from home overnight, whether you itemize or take the standard deduction.
- *Business Expenses:* You can deduct some expenses as business expenses on form 1040, even if you do not itemize. These include travel expenses to professional meetings and conventions, car expenses while on school business (again, not commuting); moving expenses if your new job is at least 50 miles away from your home (reduced to 35 miles in 1977) and if you work full time (or plan to) for at least 39 weeks within a year after you move.

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- *NEA Dues:* If you itemize, you can deduct your membership dues to professional organizations, including NEA and its state and local affiliates. Fair share fees paid to an employee organization by non-members as a condition of employment are also deductible.
- *Out of Pocket Expenses:* If you buy slides or other school materials for classroom use, you can deduct their cost if you have not been reimbursed for them. You must be able to prove that the items are necessary and document the cost. You must itemize to take this deduction.
- *Job Searching Fees:* As long as you continue to look for a job in the same field, you can deduct expenses even if you don't get a new job. These include fees paid to an employment agency. But you can't deduct expenses if you look for a job in another field. You must itemize.
- *Substitute Fees:* You can deduct the cost you pay a substitute teacher when you are absent from school. Itemize.
- *Uniforms:* If you must wear special clothing or uniforms for your work which are not generally suitable to wear off the job, you can deduct their cost. Examples: athletic gear, safety eyeglass equipment in science labs and industrial arts classes, and art smocks. Itemize.

EXEMPTIONS

- *Scholarships, Fellowships:* These are often tax-exempt, and need not be reported as income. The grants cannot be compensation for services, or for study that is primarily for the grantor's benefit (though it may *incidentally* help).

If you are required to teach in exchange for your grant while you seek a degree, then you cannot deduct the grant for it is considered payment for part-time employment. If *all* candidates for a particular degree are required to teach, do research or perform other services, regardless of whether they receive scholarships or fellowships, then the services are not considered as employment and can be exempted. Grants to non-graduate candidates must be given by a tax-exempt organization or a government agency. You can exempt up to $300 a month for 36 months.

- *Pension Reforms:* As a self-employed individual, you can deduct the lesser of $7,500 or 15 percent of earned income if you place it in an individual retirement account. If you have only a small amount of self-employment income, say from private tutoring or free lance writing, you can deduct the entire amount up to $750.

ANOTHER HINT

- *Mandatory Contributions:* You have until April 15, 1977, this year's tax deadline, to file an amended return (Form 1040X) to protect your right to a refund of taxes paid on your 1973 mandatory contributions to retirement funds. This return will protect you if NEA and other public employee organizations decide to appeal an adverse circuit court decision to the U.S. Supreme Court. Congress has amended the Internal Revenue Code to make such contributions taxable from 1974 on.

LAST MINUTE CHANGES

As the REPORTER went to press, two tax items were still under discussion.

One is a possible $15 billion *tax cut* recommended by both the staff of President-elect Jimmy Carter and a group of business advisers. Thomas B. (Bert) Lance, director-designate of the Office of Management and Budget, favors such a tax cut in the form of a rebate on 1976 taxes as the quickest way to stimulate the economy.

Carter, however, has not committed himself to a massive tax cut and said he wants to concentrate on creating jobs. If the jobs fail to boost spending, he might then consider tax cuts, Carter said in mid-December.

That's the good news.

The bad news, for you college professors, is that IRS wants you to pay taxes on the value of *tuition-free college education* provided to your children. At the moment this tuition-free education, a standard fringe benefit at many colleges and universities, is treated as a non-taxable scholarship.

IRS proposes to change its regulations, retroactive to November 2, 1976, unless the free education is "not compensatory in nature." It would apply to a child or spouse of an employee or former employee who receives free or reimbursed tuition. IRS would consider the tuition a scholarship if it were provided before last November 2 or if the college obligated itself to provide the tuition before November 2.

NEA is fighting the attempt by IRS to change this tax benefit for faculty members, and has submitted testimony to the Commissioner of Internal Revenue in mid-December. IRS may have reached a decision by the time you read this.

TIPS FOR NEXT YEAR

Many of the tax reforms take effect in 1977. While they won't help you in filling out your 1976 tax year return, you might keep them in mind for the next go-round.

- *Alimony:* If you are divorced and pay alimony, you will be able to take alimony as an itemized deduction, even if you don't itemize anything else. If your potential itemized deductions are usually less than the standard deduction ($2,400 for a single taxpayer, $2,800 if you have remarried), you can reduce your gross income by your alimony payments and still take the standard deduction.
- *Child Support:* While the alimony provision might help you, child support exemptions have been tightened. Before, you could claim children if you contributed more than $1,200 for their care, no matter how many children you had. As of 1977, you must pay at least $1,200 *per child* to claim them as an exemption. Caution: if your ex-spouse can prove he or she contributed more per child than you did, you might not get to claim the exemption. Many divorce decrees spell out which parent takes the exemption.
- *Legal Aid:* If you belong to an NEA prepaid group legal aid plan, which gives members access to lawyers (just as medical plans provide doctors) you're in luck. As of 1977, you won't have to report the value of legal services as income.
- *Foreign Conventions:* You'll be limited to two foreign conventions a year as business deductions, will have to prove you attended at least six hours every day, are limited to coach or economy fare, and can't exceed the daily allowance for U.S. government employees. Probably only a few teachers will be affected by these restrictions; NEA conventions always meet in the U.S.

MORE, MUCH MORE

This feature has only begun to touch on the tax changes, covering the ones most likely to apply to teachers. You should be aware, though, that tax reforms have changed regulations on capital gains and losses, estate and gift taxes, sale of a house where seller is over 65, individual retirement accounts for non-working spouses of self-employed persons, vacation home rental and municipal bond mutual funds.

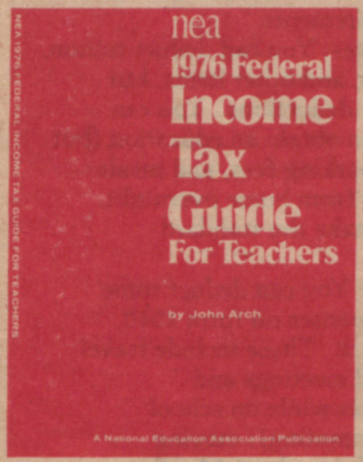
If all this seems too much for you, remember that you can deduct the cost of paying someone to prepare your tax return for you.

NEA OFFERS TAX BOOK

For the first time, NEA is offering members a tax book to help with filling out your tax forms. The guide covers items in the new tax law which apply to your 1976 taxes, and includes filled-out examples of this year's various tax forms.

Author John Arch, a sixth-grade teacher in Nashville, prepared a similar book for the Metropolitan Nashville Education Association in 1975. Arch, who holds a law degree from Vanderbilt University Law School, directs his book at teachers' special problems while attempting to keep legal language to a minimum.

Available now, the book sells for $2.50 a copy. The book is tax deductible (as is any tax guide).


NEA 1976 FEDERAL INCOME TAX GUIDE FOR TEACHERS
nea
1976 Federal
Income
Tax
Guide
For Teachers
by John Arch
A National Education Association Publication

ORDER FORM FOR NEA FEDERAL INCOME TAX GUIDE FOR TEACHERS

Send coupon and check to: NEA Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516

Please rush me ____________ copy (ies) of NEA Federal Income Tax Guide for Teachers. Enclosed is my check for $2.50 a copy. NEA pays shipping and handling costs. (Order #1386-7-0D)

Name______________________________

Address______________________________

City______________________ State____________ Zip Code____________

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Separate Louisiana Associations Vote for Consolidation

NEW ORLEANS—The majority of teachers at the conventions of both the Louisiana Education Association and Louisiana Teachers Association have voted in favor of consolidating the two groups as a single NEA state affiliate.

Though a legal technicality will require another LTA vote to conform with state law, NEA's requirement for majority approval has been met, according to NEA Associate Director of Affiliate Relations Jim Williams. He said that NEA's Executive Committee voted to reaffiliate LTA subject to another vote within a year to satisfy the law and LTA bylaws.

In the meantime, he said, NEA resources are available immediately to assist LEA and LTA as they move ahead to implement the consolidation agreement and establish the new organization—the Louisiana Association of Educators—by December 1977.

Expressing NEA's pleasure at the large majority of teacher support for the plan, Williams concluded that it is clear they want "consolidation, integration, and unification of their professional associations with NEA."

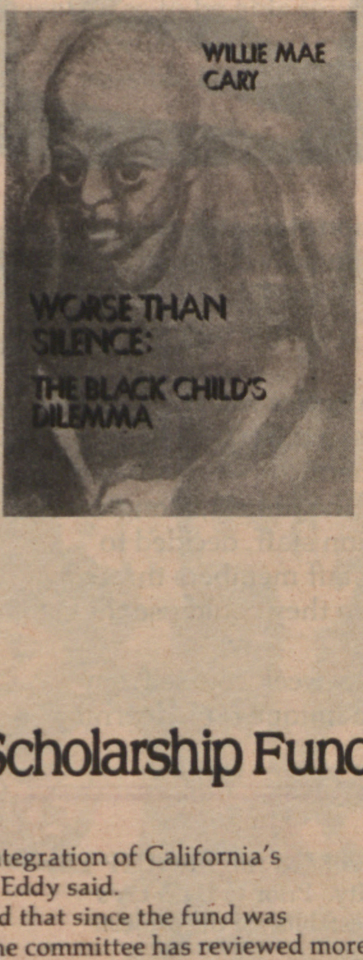
LEA, NEA's current affiliate, voted 1,335 to 599, or 69 percent, in favor of consolidation. However, the LTA vote of 665 to 341 fell short by one-half percent of meeting the state statutory requirement of two-thirds approval for combining private nonprofit groups. LTA was disaffiliated several years ago when NEA ended the practice of dual affiliates in the South.

LTA President William Stephens described the majority votes of both groups as "a remarkable achievement," given the history and complexity of negotiations between the associations. "Our efforts in consolidating have shown us that the ties which bind all teachers together are more substantial than the issues which divide us," Stephens said, "and it should end once for all the fiction that racism is the issue that separates us."

LEA President Basile Miller also expressed optimism for the future of teacher unity in the state, pledging his efforts to assure that "the will of the people as expressed here will be carried out . . ."

Recommended Reading:

The Black Child's Dilemma



NEA Teacher Rights is recommending *Worse than Silence: The Black Child's Dilemma*, by Willie Mae Cary (Vantage Press, Inc., 1976). The work is the result of a 1969 NEA Hilda Maehling Fellowship awarded to the author to research the speech problems of black students attending public schools in Houston, Texas.

Carey offers a graphic presentation of the black child's value system as it affects his motivation, his discipline, and his general involvement at school. Along with this value system, the author has offered several dynamic teaching strategies which she has found to be most successful during her 24 years of teaching black students from elementary school through junior college.

Such an extensive and intensive exposure to the black child automatically gives cogency and validity to what she has offered here. Thus classroom teachers, counselors, curriculum directors, supervisors, administrators and all other persons interested in helping and understanding the black child will want to read what this author has written about the black child in the educational setting today.

Teachers Probe Causes of School Violence

WASHINGTON, D.C.—The 15th National Conference on Civil and Human Rights, to be held here at the Mayflower Hotel next month, will focus on Violence in the Schools, according to John Cox, director of NEA's Teacher Rights division.

The conference, planned and developed by NEA's Teacher Rights staff, is expected to attract some 600 NEA members from all parts of the country on February 25-27.

Those participating in the sessions will probe underlying causes of school violence such as media influence, poverty, unemployment, and the manifestations of unequal opportunity including vandalism, drug abuse, alcoholism, intergroup clashes, and assault.

Racial and sexual perspectives will be brought under the microscope and the phenomenon of desegregation will be examined in the context of violence and its impact on the educational process.

NEA Director To Head Minority Scholarship Fund

NOVATO, CALIF.—Robert J. Eddy, counselor at Novato High School and member of the NEA board of directors, has been named to chair the Martin Luther King, Jr., Memorial Scholarship Fund, sponsored by the California Teachers Association.

Eddy is a long-time leader in the 150,000 member CTA, has chaired CTA's human relations committee, and is a member of the State Council of Education, the association's policy-making representative assembly.

CTA established the memorial scholarship fund in 1970, through voluntary contributions, to encourage members of racial and ethnic minorities to become teachers, at both the undergraduate and graduate levels.

"We think this is one of the best ways to assure true integration of California's classrooms," Eddy said.

He reported that since the fund was established the committee has reviewed more than 300 applicants and grants have been awarded to 48 candidates. The scholarships, most of them in the neighborhood of $1,000, come from the interest on the invested trust fund. He added that the committee hopes to increase the principal during 1977 to make possible an increase in scholarship grants.

King's Birthday Materials Available

NEA's Civil and Human Rights Programs Area has developed "A Blueprint for Planning and Developing a Unique Birthday Party in Observance of Martin Luther King, Jr.'s Birthday." Copies are free upon request to NEA Teacher Rights, at NEA Center.

Los Angeles Staff and Teachers Go Bilingual

Barbara Boyce, teacher at Magnolia Avenue School, credits the association course with breaking down "a lot of barriers."

LOS ANGELES—Association staff and several teacher members in this city can now communicate effectively in Spanish, thanks to a CTA/NEA/UTLA-sponsored project and a unique rapid language learning method.

The Urban Project of Los Angeles was developed to help teachers and staff make a difference in a multicultural urban environment.

J. Michael Faye, director of the project, along with members of the local association staff, decided to use the project funds to send staff members through a Spanish language program so they could use the second language in the field.

"A dozen staffers took a two-week course from Michel Thomas, a teacher of a unique rapid learning method which he developed," said Faye. "After just 20 contact hours, staff members obtained a comprehensive grasp of Spanish usage and grammar. After two weeks they were holding informal, everyday conversations in Spanish and also had been ingrained with the differences in cultural nuances."

Incredible? That's what Faye said when he met Thomas in 1968.

"At that time I was Title I coordinator at Carver Junior High School in Watts. The school had come under intense criticism for not delivering a quality instructional program to students. And we had been searching for different modes of instruction that would captivate our youngsters. Michel Thomas came along through a contact that I had and made an offer to teach French to our students in the course of a week or so.

"Needless to say, I was highly skeptical," Faye said. "I told Michel that we didn't have time for the instruction of French at that point in our crisis."

At any rate, following a period of friendly persuading by Thomas, Faye decided to let him try. "We put him in a storage room filled up with boxes and things of that nature in the basement of the school because that was really the only space available. I gave him a group of basically illiterate children."

Faye said Thomas used an immersion technique and "within a week they were speaking French and after two weeks they were proficient."

"So when we were investigating language schools and companies for the urban project, I was reminded of Michel Thomas and his effectiveness at Carver," Faye said. "I felt that if he could teach those youngsters French in two weeks, he could certainly help our staff learn a language because they all claim to be literate. So in the course of investigating about a dozen other language companies in the Los Angeles area, I invited Thomas in for an interview."

Asked how the staffers used their new language skill, field staffer Jacques Bernier said that because

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The United Teaching Profession of Los Angeles (UTP-LA) is the NEA/CTA affiliate in that city. Prior to UTP-LA's existence, NEA, CTA, and UTLA established the project described in this story.

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the Los Angeles area has a high concentration of Spanish-speaking persons and because the Spanish-speaking community is very involved in the schools, "naturally, we recognize the need to be able to communicate with the community."

The course offered more than just the language. It offered learning experiences in dealing with Mexican Americans in the way they communicate, "not just through language, but in terms of their perception of human relations," said Bernier. "Part of the course was dedicated to the idiosyncracies of the culture of the Mexican American community. There are many factors involved in communicating with people aside from words. And we learned how to react, how to respond, the way you talk, the way you stand, physical proximity when two people talk, etc. So a lot of the course was directed at dealing with the community and being able to communicate with PTA representatives, with political action groups in the community, and others.

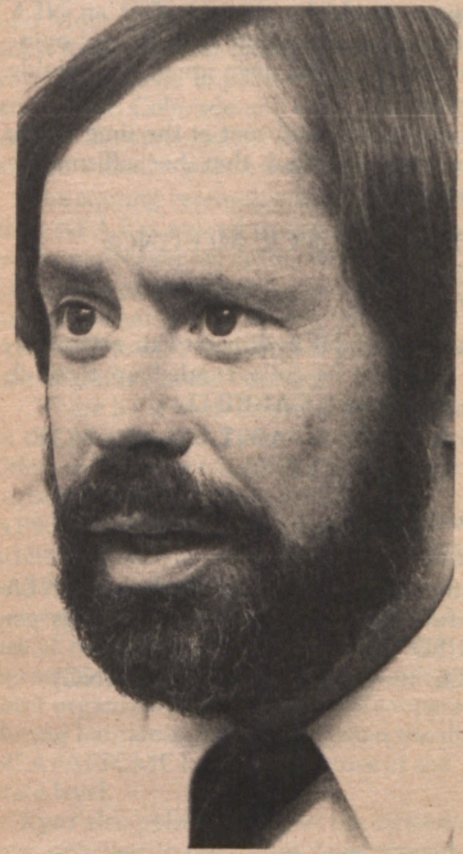
"I think that most of the staff would agree that it not only has made our job easier, but we've become more effective as a result of the experience," Bernier said.

Noting the success of staff with the Michel Thomas language experience, many teachers in Los Angeles schools have since gone through the Thomas course in Spanish.

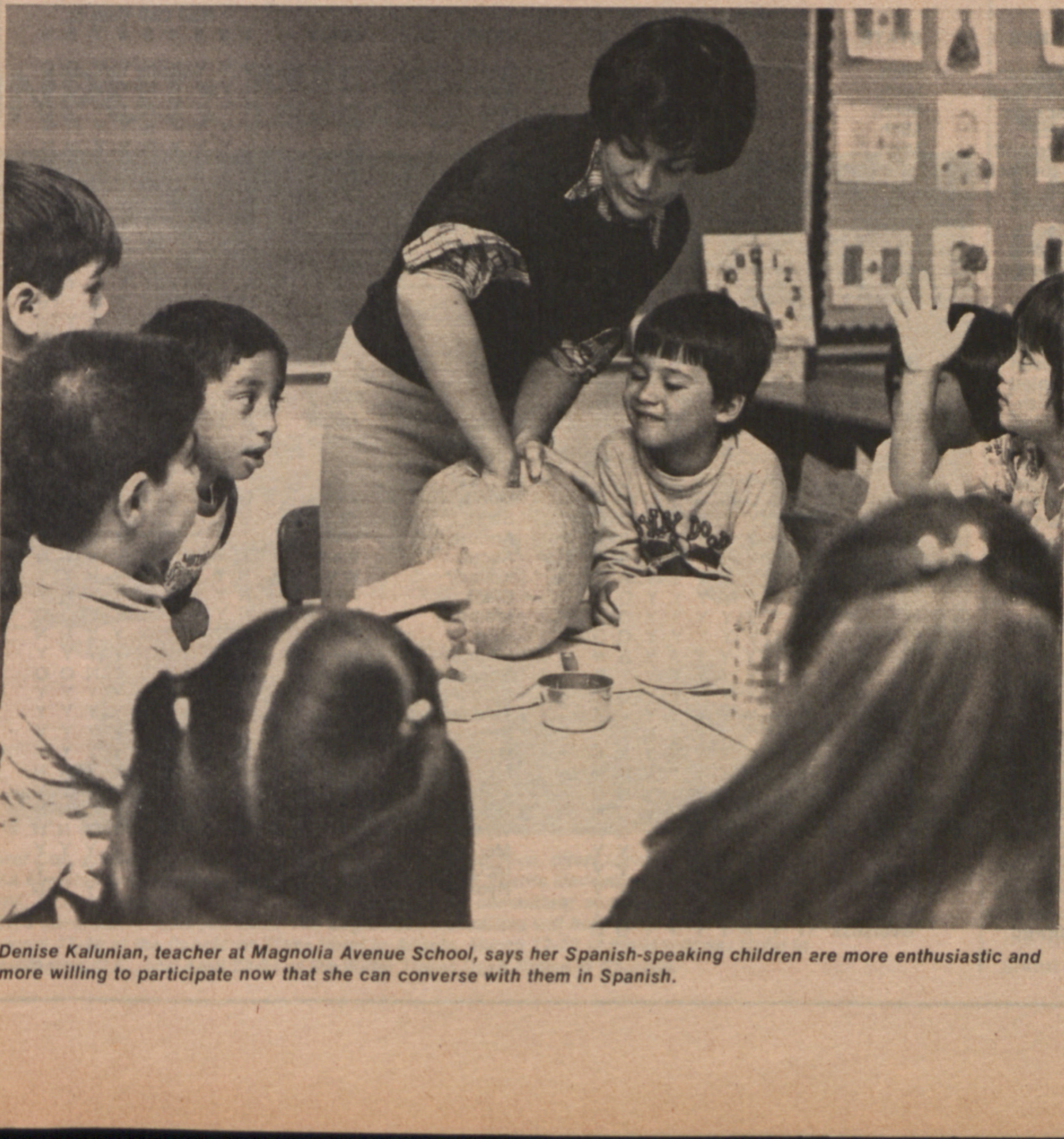
Barbara Boyce and Denise Kalunian, both teachers at the Magnolia Avenue Elementary School, said a lot of barriers had been broken down because of what they had learned through the Michel Thomas course.

Said Kalunian: "The Spanish-speaking community has been very pleased with our efforts to learn the language. They are especially pleased that we are trying to understand them and their children."

Boyce said: "A teacher has to be able to communicate with her students and their parents. This course has made it possible."



J. Michael Faye, director of the Urban Project of Los Angeles: "I felt that if Michel Thomas could teach basically illiterate youngsters how to speak French in two weeks, he could certainly help our staff learn Spanish because they all claim to be literate."



Denise Kalunian, teacher at Magnolia Avenue School, says her Spanish-speaking children are more enthusiastic and more willing to participate now that she can converse with them in Spanish.

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA Reporter. Nine such votes, taken by the Board at its October 1-2, 1976, meeting, appear here.

1. TERMS AND FUNDING OF THE REPRESENTATIVE ASSEMBLY AND OTHER RELATED MATTERS

Motion: ROSSOMANDO—D. MURPHY

To adopt the following recommendations regarding the funding of delegates to the Representative Assembly: (1) To adopt the principle of partial NEA Funding of state and local delegates to NEA Representative Assemblies. (2) To allocate, beginning with the 1977 RA, a total sum equal to $150 per allocated delegate, to be disbursed on a pro rata basis depending on zoned distance from the Assembly site. (3) To urge state affiliates to underwrite the cost of convention housing for local as well as state delegates, thus enabling local affiliates to provide realistic per diem amounts to their delegates. (4) To communicate the new financial provisions to local affiliates and to urge that the affiliates elect and send delegates to the NEA Representative Assembly. **DEFEATED**

(80—NO, 43—YES, 11—NOT VOTING)

2. FEDERAL COLLECTIVE BARGAINING BILL

Motion: BOWSER—BUTLER

To adopt the following recommendations regarding the collective bargaining bill: (1) To implement as adopted Subobjective 1.1, "To secure passage of a federal collective bargaining bill," ($818,857). (2) To delete from the program for 1976-77 Subobjective 1.2, "To develop technical manuals for state and local use in implementing the federal bargaining law," ($95,082). (3) To increase Subobjective 2.3, "To develop service plans and negotiate agreements with the remaining 27 state affiliates," (from $75,759 to $225,00 so as to permit the early initiation of meritorious projects), and to appropriate the additional $149,241 from Subobjective 1.2 ($95,082) and Contingency ($54,159). (4) To amend Communications Subobjective 2.1, "achieve public support for the passage of a federal collective bargaining by teachers," so as to permit a more ad-hoc development. **CARRIED**

(127—YES, 7—NOT VOTING)

3. REQUESTED ASSISTANCE FOR SAN FRANCISCO AND (4.) CALIFORNIA PROJECTS (joint motion, but separate roll-call votes)

Motion: BOWSER—MARKS

To concur with Executive Committee recommendations to transfer in the amount of $180,576 from the Contingency Fund to Economic and Professional Security (Objective 3.1) to be used in the San Francisco organizing project and to transfer in the amount of $117,000 from the Contingency Fund to Economic and Professional Security (Objective 3.1) to be used for the California Project regarding bargaining elections. **CARRIED**

SAN FRANCISCO ORGANIZING PROJECT
(127—YES, 7—NOT VOTING)

CALIFORNIA PROJECT RE BARGAINING ELECTIONS
(127—YES, 7—NOT VOTING)

(Continued on next page)

NEA Board of Directors Roll-Call Votes *(Continued from preceding page)*

5. FINANCIAL RELIEF FOR UTP MEMBERS PAYING FEES TO NON-AFFILIATED ORGANIZATIONS

Motion: WYNN—WOODARD

To adopt a policy on financial relief for United Teaching Profession members paying fees to non-affiliated organizations. **CARRIED**

(105—YES, 16—NO, 5—ABSTAIN,
8—NOT VOTING)

The Pennsylvania Directors, *Bernard Freitag, Luther Burse, Joseph D'Andrea, Marjorie Farr, Shirley Fox,* and *Peter Hackett,* voted in the negative and submitted the following statement:

> "Voted 'no' on the new policy establishing relief for UTP members paying fees to non-affiliated organizations because this policy results in partial relief. We believe our UTP policies should promote programs that deal with problems at their root; e.g., to achieve a viable local affiliate capable of achieving and maintaining exclusive bargaining rights for our members. It may be necessary or more efficient to propose special project funding on an ad hoc basis."

Maurice Swanson (KS) requested his negative vote recorded and submitted the following statement:

> "Voted 'no' because I believe it is a negative or after-the-fact approach. I believe that the money expended positively toward eliminating the situation covered in the item would be a better investment."

Joanna Hock and *Burnettia Denny,* Directors for Indiana, voted in the negative and submitted the following statement:

> "Request 'no' vote be recorded for both Indiana Directors. We are not disagreeing with this plan in concept but feel it is limited in its scope and should include the intent to retain and to secure members in the NEA affiliate when it is the minority organization within the unit. This should also include those who do not pay agency shop, fair share or a service fee."

George Mello (RI) voted in the negative and explained that he voted "no" because he felt the rebates should be made to individuals not state associations.

6. NEW YORK EDUCATORS ASSOCIATION

Motion: McGARIGAL—MARKS

To approve an additional appropriation to the New York Educators Association of $150,000. **CARRIED**

(125—YES, 1—NO, 1—ABSTAIN, 7—NOT
VOTING)

7. NEW YORK CITY ORGANIZING PROJECT

Motion: McQUIRE—ARMBRUST

To authorize execution of an organizing project in New York City. **CARRIED**

(113—Yes, 13—NO, 8—NOT VOTING)

Bill Bell (CT) voted in the negative and submitted the following statement:

> "To proceed with this project in the midst of our organizing effort with NYEA is, in my opinion, extremely unwise at this point in time. Also, I find NYEA's intimation that it will waive its jurisdictional prerogative as it concerns New York City difficult to assess. My concern is whether we are diluting our resources and talent by opening a new front. I am not opposed to organizing the teachers of New York City. The timing creates a problem in my mind."

Ruth Keeling (MO) requested that her negative vote be recorded and submitted this statement:

> "My 'no' vote reflects my strong concern as related to an option 'down the road' that NYEA and New York City might decide that New York City would be a separate state affiliate of NEA. Granted that New York City would need to apply for a state affiliate charter, but it is unlikely that such a charter would be refused after an NEA investment of more than $300,000. In my opinion, such an action would open up an undesirable 'can of worms'."

Louise Gaskins (MA) was absent at the time of the roll call vote but requested that her affirmative position be recorded.

8. REGIONAL COUNCIL MEETINGS
(A) Directors

Motion: B. LEWIS—N. JOHNSON

That the expenses of NEA directors to attend regional NEA Councils be fully funded up through three meeting per year. **CARRIED**

(61—YES, 44—NO, 5—ABSTAIN, 24—NOT
VOTING)

9. (B) Participants

Motion: DYER—CONRAD

That the authorized participants in regional NEA Councils be fully funded up to three meetings per year. **CARRIED**

(66—YES, 40—NO, 28—NOT VOTING)

KEY: "Y" *voted in favor of the issue* "N" *voted in opposition to the issue*
"A" *abstained on the issue* "O" *not voting (includes absentees and non-respondents)*

		Roll Call Vote #								
NAMES	**STATE**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Butler	Ala.	N	Y	Y	Y	Y	Y	Y	Y	Y
Dotson	Ala.	N	Y	Y	Y	Y	Y	Y	Y	Y
Potter	Alaska	Y	Y	Y	Y	N	Y	N	Y	Y
Rochford	Ariz.	N	Y	Y	Y	Y	Y	Y	Y	Y
Thompson	Ark.	N	Y	Y	Y	Y	Y	Y	Y	Y
Eddy	Calif.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Estrellas	Calif.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Foglia	Calif.	Y	Y	Y	Y	Y	Y	Y	Y	O
King	Calif.	Y	Y	Y	Y	Y	Y	Y	Y	O
Kuiper	Calif.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Logue	Calif.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tinson	Calif.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woodruff	Calif.	Y	Y	Y	Y	Y	Y	Y	O	O
Boggs	Colo.	N	Y	Y	Y	Y	Y	Y	Y	Y
Bradshaw	Colo.	N	Y	Y	Y	Y	Y	Y	Y	Y
Bell	Conn.	Y	Y	Y	Y	Y	Y	N	N	N
Rossomando	Conn.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gates	Dela.	Y	Y	Y	Y	Y	Y	Y	N	N
Murphy	D.C.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Martin	Fla.	Y	Y	Y	Y	Y	Y	Y	Y	O
Myrick	Fla.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cantey	Ga.	O	O	O	O	O	O	O	O	O
Husbands	Ga.	N	Y	Y	Y	Y	Y	Y	Y	Y
Wright	Ga.	N	Y	Y	Y	Y	Y	Y	Y	Y
Fujimori	Hawaii	Y	Y	Y	Y	Y	Y	Y	O	O
Ducker	Idaho	Y	Y	Y	Y	Y	Y	Y	Y	Y
Estrop	Ill.	N	Y	Y	Y	Y	Y	Y	N	N
Loyd	Ill.	N	Y	Y	Y	Y	N	Y	N	N
Mack	Ill.	Y	Y	Y	Y	Y	Y	Y	N	N
Rich	Ill.	N	Y	Y	Y	Y	Y	Y	N	N
Denny	Ind.	N	Y	Y	Y	N	Y	Y	N	O
Hock	Ind.	N	Y	Y	Y	N	Y	Y	N	N
Halliburton	Iowa	N	Y	Y	Y	Y	Y	Y	N	N
Mitchell	Iowa	N	Y	Y	Y	Y	Y	Y	N	N
Peterson	Kans.	Y	O	O	O	O	O	O	O	O
Swanson	Kans.	Y	Y	Y	Y	N	Y	Y	Y	Y
Nall	Ky.	N	Y	Y	Y	Y	Y	Y	Y	Y
Pessarelli	Ky.	N	Y	Y	Y	Y	Y	N	N	Y
Kelly	La.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sanders	Me.	N	O	O	O	O	O	O	O	O
Jones	Md.	Y	Y	Y	Y	Y	Y	Y	N	N
Washington	Md.	O	Y	Y	Y	Y	Y	Y	N	N
Flanagan	Mass.	N	Y	Y	Y	Y	Y	N	Y	Y
Gaskins	Mass.	N	Y	Y	Y	Y	Y	O	A	Y
Gilmore	Mass	N	Y	Y	Y	Y	Y	Y	Y	Y
Schutt	Mass.	N	Y	Y	Y	Y	Y	Y	N	Y
Christian	Mich.	N	Y	Y	Y	O	Y	Y	N	N
Duckworth	Mich.	N	Y	Y	Y	Y	Y	Y	N	N
Jackson	Mich.	N	Y	Y	Y	Y	Y	Y	N	N
Kosa	Mich.	N	Y	Y	Y	Y	Y	Y	N	N
Safronoff	Mich.	N	Y	Y	Y	Y	Y	N	N	N
Bauermeister	Minn.	N	Y	Y	Y	Y	Y	Y	N	Y
Hill	Minn.	N	O	O	O	O	O	O	O	O
Holman	Minn.	Y	Y	Y	Y	Y	Y	Y	N	N
Woods	Miss.	N	Y	Y	Y	Y	Y	Y	Y	Y
Keeling	Mo.	N	Y	Y	Y	Y	Y	N	N	Y
Johnson	Mont.	N	Y	Y	Y	Y	Y	Y	A	Y
Kriha	Nebr.	Y	Y	Y	Y	Y	Y	Y	Y	Y
Conrad	Nev.	N	Y	Y	Y	Y	Y	Y	Y	Y
Murphy	N.H.	Y	Y	Y	Y	Y	Y	Y	O	O
Blackburn	N.J.	Y	Y	Y	Y	Y	Y	Y	N	N
Gibson	N.J.	Y	Y	Y	Y	Y	Y	Y	N	N
Neblett	N.J.	Y	Y	Y	Y	Y	Y	Y	O	O
Parish	N.J.	Y	Y	Y	Y	Y	Y	Y	N	N
Stilwell	N.J.	Y	Y	Y	Y	Y	Y	Y	N	N
Smith	N. Mex.	N	Y	Y	Y	Y	Y	Y	O	O
Burke	N.Y.	O	Y	Y	Y	Y	Y	Y	O	O
Carden	N.Y.	O	O	O	O	O	O	O	O	O
Caren	N.Y.	O	O	O	O	O	O	O	O	O
Carter	N.Y.	Y	Y	Y	Y	Y	Y	Y	O	O
Hayes	N.Y.	Y	Y	Y	Y	Y	Y	Y	A	Y
Hedstrom	N.Y.	Y	Y	Y	Y	Y	Y	Y	A	N
Koblitz	N.Y.	Y	Y	Y	Y	Y	Y	Y	A	Y
McCaffrey	N.Y.	Y	Y	Y	Y	Y	Y	Y	O	O
Pisa	N.Y.	O	Y	Y	Y	Y	Y	Y	O	O
Rufer	N.Y.	Y	Y	Y	Y	Y	Y	Y	O	O
Washington	N.Y.	Y	Y	Y	Y	Y	A	Y	N	N
Johnson	N.C.	N	Y	Y	Y	Y	Y	Y	Y	Y
Jones	N.C.	N	Y	Y	Y	Y	Y	Y	O	O
Lewis	N.C.	N	Y	Y	Y	Y	Y	Y	Y	Y
Kolsrud	N.D.	N	Y	Y	Y	Y	Y	N	Y	Y
Dickau	Ohio	N	Y	Y	Y	Y	Y	Y	N	N
McDonald	Ohio	N	Y	Y	Y	Y	Y	Y	N	N
Traxler	Ohio	O	Y	Y	Y	Y	Y	Y	N	N
Willcox	Ohio	Y	Y	Y	Y	Y	Y	Y	N	N
Wilson	Ohio	N	Y	Y	Y	Y	Y	Y	N	N
Dyer	Okla.	N	Y	Y	Y	Y	Y	Y	Y	Y
Fulton	Okla.	N	Y	Y	Y	Y	Y	Y	Y	Y
Harrison	Oreg.	N	Y	Y	Y	N	Y	Y	Y	Y
Lawrence	Oreg.	N	Y	Y	Y	N	Y	Y	Y	Y
Jewett	Overseas	Y	Y	Y	Y	Y	Y	Y	O	O
Burse	Pa.	N	Y	Y	Y	N	Y	Y	O	O
D'Andrea	Pa.	N	Y	Y	Y	N	Y	Y	O	O
Farr	Pa.	N	Y	Y	Y	N	Y	Y	O	O
Fox	Pa.	N	Y	Y	Y	N	Y	Y	N	N
Freitag	Pa.	N	Y	Y	Y	N	Y	Y	N	N
Hackett	Pa.	N	Y	Y	Y	N	Y	Y	N	N
Velez	P.R.	O	O	O	O	O	O	O	O	O
Mello	R.I.	N	Y	Y	Y	N	Y	Y	N	N
Cooper	S.C.	N	Y	Y	Y	Y	Y	Y	Y	Y
Taylor	S.C.	N	Y	Y	Y	Y	Y	Y	Y	Y
Horgen	S.D.	N	Y	Y	Y	N	Y	Y	N	N
Lewis	Tenn.	N	Y	Y	Y	Y	Y	N	Y	Y
Pike	Tenn.	N	Y	Y	Y	Y	Y	N	Y	Y
Utley	Tenn.	N	Y	Y	Y	Y	Y	N	Y	Y
Avila	Texas	N	Y	Y	Y	N	Y	Y	Y	N
Devers	Texas	N	Y	Y	Y	A	Y	Y	Y	Y
Hunt	Texas	N	Y	Y	Y	A	Y	Y	Y	Y
Reininger	Texas	N	Y	Y	Y	A	Y	Y	Y	Y
Stephenson	Texas	N	Y	Y	Y	A	Y	Y	Y	Y
Canning	Utah	N	Y	Y	Y	Y	Y	Y	Y	Y
Chaffee	Vt.	Y	Y	Y	Y	Y	Y	N	Y	Y
Coffey	Va.	O	Y	Y	Y	Y	Y	Y	Y	Y
Moody	Va.	N	Y	Y	Y	Y	Y	Y	Y	Y
South	Va.	N	Y	Y	Y	Y	Y	Y	Y	Y
Armbrust	Wash.	Y	Y	Y	Y	Y	Y	Y	Y	N
Aucutt	Wash.	Y	Y	Y	Y	Y	Y	Y	Y	N
Keeney	W.Va.	N	Y	Y	Y	Y	Y	N	Y	Y
Blank	Wisc.	N	Y	Y	Y	Y	Y	Y	N	Y
Niemeier	Wisc.	N	Y	Y	Y	Y	Y	Y	O	O
Pyle	Wisc.	N	Y	Y	Y	Y	Y	Y	N	N
Fitch	Wyo.	N	Y	Y	Y	N	Y	Y	Y	Y
Benson (at large)	Tenn.	N	Y	Y	Y	Y	Y	N	O	O
Sproul (at large)	Ky.	O	Y	Y	Y	Y	Y	Y	Y	Y
Tate (at large)	Ga.	O	Y	Y	Y	A	Y	Y	Y	Y
Bowser	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	Y	Y
Harrison	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	Y	Y
Lipscomb	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	N	N
Marks	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	Y	Y
Woodard	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	N	Y
Wynn	Ex. Comm.	Y	Y	Y	Y	Y	Y	Y	N	N
McGarigal	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	Y	Y
McGuire	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	N	Y
Ryor	Ex. Comm.	N	Y	Y	Y	Y	Y	Y	N	N

Colorado, Ohio, New Mexico Teachers Sign Pacts with Public Employees

WASHINGTON, D.C.—"Jurisdictional agreements are critical to the health of relationships between the affiliates of NEA and the American Federation of State, County, and Municipal Employees," NEA President John Ryor said last month as he gave NEA's formal approval to pacts between NEA affiliates in Colorado and Ohio and their AFSCME counterparts. (New Mexico teachers signed a similar pact a week later.)

The signing ceremony marked the first time NEA has agreed to specific guidelines with another organization about categories of employees each will organize and represent in bargaining. NEA and AFSCME are the two largest public employee organizations in the country.

"There have been informal arrangements in the past," noted Ryor. "But Colorado and Ohio are the first two states to formalize jurisdictional lines between NEA and AFSCME affiliates. We are expecting additional such agreements in the near future and feel that they will stabilize relations between our two organizations and end any use of resources for competition." The agreements are also expected to result in more joint organizing efforts, increase cooperation during bargaining, and strengthen the dual NEA/AFSCME lobbying posture at the state level.

Ryor also pointed out that the agreements are important to the future development of the Coalition of American Public Employees—of which NEA and AFSCME were founding members and which represents the concerns and interests of 3.5 million public employees across the nation.

Further, he said, once a number of state affiliates set up jurisdictional pacts, the predominant pattern may well become the basis for a national NEA/AFSCME agreement. The NEA Board of Directors has said it favors discussions at the national level.

The Colorado and Ohio agreements point out that the teacher and AFSCME groups both seek to bring about improvements in terms and conditions of public employment and believe that "public employees should be organized and represented by the organization that is best able to serve their needs." Because the organizations are "each uniquely able to serve the needs of particular categories of public employees," state the documents, "the acceptance of this principle can provide a basis for avoiding wasteful inter-organizational competition."

Both agreements call for the association to have jurisdiction over teachers employed in educational institutions and AFSCME to have jurisdiction over non-teachers employed in these institutions.

The NEA-New Mexico jurisdictional agreement with AFSCME was announced soon after the Colorado and Ohio agreements. The New Mexico agreement defines teachers, for organizing purposes, as "certificated employees, instructional teacher aides, clerical teacher aides, educational secretaries, professors, instructors, lecturers, nonteacher professionals, librarians, and research assistants."

AFT Suggests End to Bargaining

New York City Teachers Ask NEA Help

NEW YORK CITY—New York City teachers, reeling under a series of financial and professional crises, are being offered an alternative to the American Federation of Teachers in the wake of the abandonment of collective bargaining by that union. At the request of New York City teachers, NEA is throwing its support behind an organizing committee made up of leaders of a pro-NEA movement.

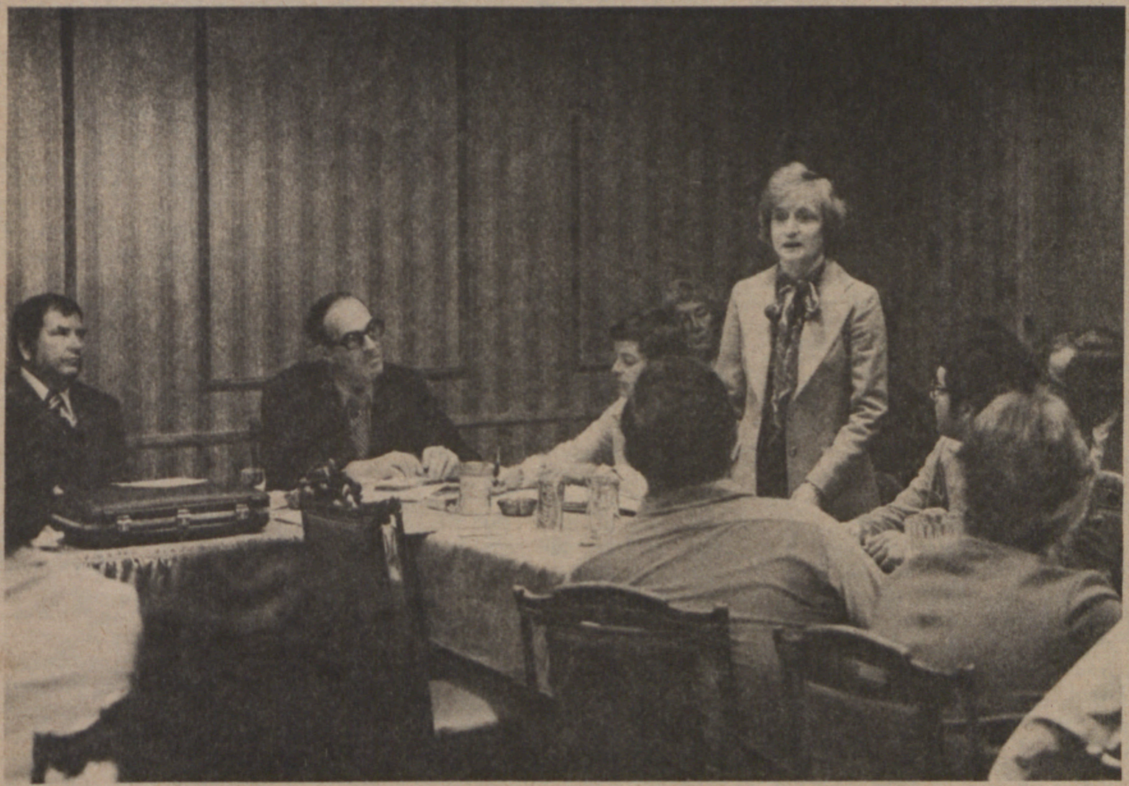
A recent statement by federation leadership that New York City teachers should give up on the bargaining process because of hard times has stunned teachers and labor leaders across the country. They labeled the union action a cop-out giving aid and comfort to anti-bargaining, anti-public employee forces.

In a news conference here, teacher-spokespersons for an eight-member NEA New York City organizing committee explained that "teachers asked NEA to come into New York City. We told them the United Federation of Teachers (AFT) is not protecting us and we must have an organization which is democratic, which is for the classroom teacher, and which is going to try to salvage the educational system."

The teachers, Ollie Colvin and Mary McAulay, noted that they initiated the request for help to NEA some months ago. The New York City school system has been racked by more than 20,000 lay-offs and classes of 40 to 50 students, they explained, "and teachers have gotten no protection from AFT. In contrast, the central school bureaucracy has remained untouched."

Announcing NEA financial and staff support for the teachers' organizing drive, NEA President John Ryor stated that "we intend to give the teachers of this city an opportunity to join a responsible and responsive organization. It is incomprehensible that Albert Shanker, president of a national and local union, has unilaterally and without consulting his own members, abrogated the right to collective bargaining. Because of such irresponsible statements, boards of education will become hard-nosed and adamant instead of reasonably pursuing intelligent solutions through the bargaining process. Any policy statement by a recognized leader of public employees concerning collective bargaining has implications for everyone engaged in the process."

INPUT: IDEAS FOR NEA'S LEGISLATIVE PROGRAM



Carol Coe, president of the Washington Education Association, offers ideas to members of the NEA Legislative Committee during a regional hearing in Seattle December 4-5. At left is Benjamin F. Loyd, NEA director from Illinois, who chairs the NEA committee; at center is James Green of NEA's government relations staff. The Legislative Committee will hold three more regional open hearings: January 15-16 at the Peachtree Plaza Hotel in Atlanta, March 12-13 at the Mayflower Hotel in Washington, D.C., and April 23-24 at the Water Tower Hyatt House in Chicago.

CTA-NEA LEAD OVER CFT-AFT IS 60 to 1

BURLINGAME, CALIF.—The California Teachers Association-NEA is still way out front in its prolonged statewide battle for exclusive representation of teachers and school employees.

As of December 15, CTA-NEA had been recognized as the official bargaining agent in 60 percent of California's 1,056 school districts, while the rival California Federation of Teachers-AFT recognized units stood at a little over 1 percent of the state's school districts.

CTA-NEA bargaining units now number 605, representing 121,040 employees in kindergarten through community college levels. CFT-AFT units have been able to attract only 13 districts representing 3,152 employees.

Of the 605 CTA-NEA units, employees in 548 districts voluntarily recognized CTA-NEA as their bargaining representative, while 57 districts choose CTA-NEA through elections. CFT-AFT units won eight elections and have been voluntarily recognized in five districts.

Said Steve Edwards, CTA president: "Teachers know that to negotiate effectively, they need the sophistication, expertise, and experience, statistical and staff backup that only CTA-NEA with their vast resources and clout can supply."

Another 126 elections are expected to be held after the first of the year, according to CTA officials, involving about 100,000 more credentialed school employees.

NEA Teacher Consumer Forum Set

Bess Myerson

NEW ORLEANS—NEA's first Teacher Consumer Forum, meeting here January 8 and 9, will be addressed by consumer advocate Bess Myerson. State presidents, executive secretaries, and others who handle special services are attending the forum to learn about federal regulations, share experiences, and coordinate NEA national and state programs.

Arleigh Greenblat, director, NEA Special Services, as part of a continuing consumer evaluation, asks teachers who have complaints about NEA's insurance, travel or other special services to write him or their state presidents/executive secretaries.

President-Elect Carter Promises Education Gains

WASHINGTON, D.C.—President-Elect Jimmy Carter speaks of his concerns for the improvement of American education in the current issue (January-February) of *Today's Education*, now in the mail to all NEA members.

In his NEA journal statement, Carter urges an increase in the federal portion of funding for the schools and outlines a "comprehensive program" to end the "crisis besetting education today."

Specifically, Carter calls for:

- Creation of a separate Federal Department of Education
- Expanded vocational and career education opportunities
- Expansion of education rights of the handicapped
- Reforms to strengthen colleges and universities in times of financial difficulties.

The Jimmy Carter-Walter Mondale ticket was endorsed by NEA prior to the November 2 election. Carter personally called NEA President John Ryor following the election to thank him for NEA's endorsement and support.

Later, both NEA President Ryor and NEA Executive Director Terry Herndon were asked to serve on inauguration committees. Ryor is one of 39 committee members planning the "people's inaugural celebration"; Herndon is serving on a finance group that will raise funds for the inaugural week activities.

Overseas Back Pay and How To Get It

If you taught overseas for the Department of Defense between April 14, 1966, and June 1, 1975, you should have been notified by now if you are owed pack pay.

If you *haven't* been notified, you should contact DOD Office of Dependents Schools, Attention: Back Pay Project, 2461 Eisenhower Avenue, Alexandria, VA 22331.

In 1974 the U.S. Court of Appeals for the District of Columbia ruled that DOD's salaries violated the Overseas Teachers Pay Act by underpaying teachers and by limiting credit to only two years of past teaching experience though many persons had taught much longer. In 1975, the court ruled that the government must pay the award.

Teachers who accept the governments' award must file a legal release, which will be taken to court for final approval. The money will be paid in about 90 days, estimates DOD.

NEA-AFT STATISTIC OF THE MONTH

NEA HAS MORE STAFF HELP AVAILABLE TO YOU

During school crises, local teachers need assistance immediately. How much help is available?

***NEA* can call on 1,134 UniServ staff for 20 days each of assistance—**
TOTAL—22,680 workdays

***AFT* can call on 40 local and state staff for 20 days each of assistance—**
TOTAL—800 workdays

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Endorsement, Pro and Con

As a life member of NEA I wish to express my disapproval of the endorsement of political candidates by the Association. While I appreciate that NEA endorsement does not commit me, it does have a psychological effect on many voters as a voice of educators. Furthermore I do not take a very sanguine view of campaign statements. Much more to the point is the legislative report card in the October '76 Reporter by which one can assess the performance of incumbents on matters affecting education. Then one can support the incumbent or vote for a challenger.

Dickey L. Mitchell, Jr.
Pine Grove, California

The NEA Reporter has prompted me to become much more politically active than I have been in recent years. If possible I'll try to get the point across that the NEA endorses one way, but many teachers believe, and will vote, in another.

Rodney R. Roberts
Hastings, Nebraska

Stop sending me your junk mail *now*. It is bad enough that I have to join NEA, I don't want to be reminded that I belong to such a union. Endorsing Carter is the most stupid thing you've done, in a long list of stupid things. I am a master teacher, not an advocate of a liberal Democrat, his policies, or any of his *Playboy* views.

Lori L. Micken
Livingston, Montana

I am writing as one of the over 9,000 delegates to the 1976 NEA Convention polled on the endorsement of a presidential candidate.

I, for one, felt obligated to ask the local members I represented for direction. . . . I sent in my ballot marked as the majority of our members indicated they wanted it marked and on November 2 I voted for the opposing candidate.

It would have been virtually impossible for me to get local sentiment, however, if school had opened one day later, I would not have been able to poll the local association since the deadline for return was September 7.

I would urge that next time the deadline for delegates returning ballots be September 15.

Louise S. Bellohusen
Marblehead, Massachusetts

I noted this year that the Oregon Education Association decided that it would no longer lend its endorsement to specific ballot measures, reflecting the very concrete fact that teachers in this state do not need Big Brother telling them how to vote. Whether this will ever come to include endorsement of political candidates is doubtful, of course but it would be a pleasant move. OEA/NEA or any other educational association can and should provide all the information it can muster on candidates' voting records, but to endorse specific candidates on behalf of all educators insults the intelligence of any teacher who thinks for himself.

Ward A. Nelson
Forest Grove, Oregon

Members' letters are welcome. Please address them to Editor, NEA Reporter, 1201 Sixteenth St., N.W., Washington, DC 20036.

NAACP Dollars

I became very perturbed when I read the last issue of the NEA newspaper [December 1976]. I see no reason for NEA donating $50,000 to the NAACP for the litagations in Mississippi. This suit is in no way connected with the field of education. I would prefer that my dues be spent in the education field only. I would greatly appreciate it if the executive board would find some way to find out if the majority of the teachers agreed before spending a sum of money as large as $50,000 in an area outside of education.

Jeanean Adams
Paragould, Arkansas

Mandatory Retirement

I've been a member of NEA since 1937 and still active. I think its about time NEA tried to extend the mandatory retirement age of 65 to the federal and state level of 70!

I believe NEA has *not* really pushed in this direction!! Our school will allow the custodial staff to extend yearly requests until 70 years of age; school teachers—no!!! How can I fight for my civil rights? I thought that's what this organization was all about.

Ernest Schwartz
Ardmore, Pennsylvania

Spending Federal Funds

As a classroom teacher with 26 years experience, I feel that there are three areas where federal money should be concentrated.

1. There must be alternative schools which can accommodate *all* of the pupils who are incorrigible, unmanageable, and violence-prone. Until these students are removed from the regular classrooms, accomplishments will be severely limited. At present, thousands of taxpayers are receiving nothing in return as they are forced to send their children to private schools to escape the rowdies in the public schools.

2. There is no better way for children to learn than to be in a small class with a good teacher. Aides are not the solution and should not be used as teachers. The answer is smaller classes with more qualfied teachers.

3. Teachers' buying power has decreased despite annual raises. It will not be long until the salaries of tradesmen will surpass those of teachers. In many cases, when you include fringe benefits and pensions, they already have. Furthermore, their working days are decreasing and they receive full pay on their holidays.

As a teacher in a city which receives such federal money, I am sorely disappointed in the results. In the three major problem areas which I mentioned there has been no improvement. If NEA is truly a teachers organization, let it concentrate its "power" on programs which will help teachers do better jobs and receive incomes relative to their importance in the American society.

James K. Allen
Brentwood, California

Too Many Photos?

I thought I'd start the year right and give the Reporter a thorough (instead of casual) reading. I did pretty well with the September issue.

Visuals are great in any publication. But on 12 pages, there are 12 pictures of John Ryor (including the five "Politics 76" posters). Out of a total of 34 visuals, that's better than a one-third average. And he still is just standing there looking like John Ryor. Certainly our president should be prominent but please watch the proportions in future issues. Too much repetition leads to boredom and abandonment for lots of us.

Mildred G. Jones
Brunswick, Maine

Exciting Easter Vacations

SPRING/EASTER IN HAWAII (EHM) ONE ISLAND (Oahu) Tour

***EHM-1** Feb. 20-27, 1977
EHM-2 Apr. 3-10, 1977
EHM-3 Apr. 10-17, 1977
EHM-4 Apr. 17-24, 1977

West Coast passengers return home in p.m. of preceding day.
$439 from San Francisco, Los Angeles, Portland, Seattle
$499 from Anchorage, Austin, Chicago, Dallas, Des Moines, Kansas City, Milwaukee, Minneapolis/St. Paul, St. Louis
$562 from Birmingham, Cleveland, Columbus, Denver, Detroit, Indianapolis, Jackson, Louisville, Memphis, Mobile
$587 from Atlanta, Buffalo, Charlotte, Jacksonville, Nashville
$610 from Albany, Baltimore, Boston, Charleston, Columbia, Harrisburg, Hartford, Miami, New York, Philadelphia, Washington, D.C.
Fares based on GIT airfare: IT5/NW1/TA1I-S-MOD
***EHM-1** — Add $20 high season supplement

Single Supplement: $80
Triple reduction: $10 per person
Child (2–11) reduction: $100 per child

HIGHLIGHTS:
Honolulu City/Mt. Tantalus tour of Oahu; traditional flower lei greeting on arrival; special orientation briefing; services of local tour escorts; complimentary flight bag.

TOUR FEATURES:
- Round-trip air transportation via Northwest Orient Airlines or other IATA or ATC member carriers, and connecting carriers where necessary
- 6 nights at the Sheraton Princess Kaiulani (superior hotel, superior room) on the island of Oahu (Waikiki Beach area) located half-block from the beach
- Tips and porterage for 2 pieces of luggage
- Transfers between airport and hotel
- All tips to escorts/drivers for scheduled tour events

EASTER IN MARTINIQUE 1977 (EMA)

EMA-1 Apr. 1-8, 1977
EMA-2 Apr. 8-15, 1977
$408 plus $70 tax and service from Miami
$449 plus $70 tax and service from Baltimore, New York, Philadelphia, Washington, D.C.
$475 plus $70 tax and service from Boston and Pittsburgh
$550 plus $70 tax and service from Chicago
Fare based on ITX airfare: IT6AF11TCF
Single Supplement: $162
Triple reduction: $46 per adult
Child reduction (2-11): Available upon request — varies by departure city

HIGHLIGHTS:
Special orientation and local tropical welcome drink; unlimited tennis; swimming pool at hotel with complimentary chaise lounges at poolside.

TOUR FEATURES:
- Round-trip jet transportation via Air France Boeing 707 and connecting carriers where necessary
- Hotel accommodations for 7 nights at first-class beach-front Frantel Hotel, located on the Bay of Fort de France, sharing twin-bedded, fully air-conditioned room
- Continental breakfast daily
- Round-trip transportation between airport and hotel, including baggage handling for two pieces of luggage (44 lbs. limit)
- Gratuities for meal service, porters, maids
- U.S. Departure Tax (there is no Martinique Departure Tax at the present time)

DALMATIAN HOLIDAY (EDA)

EDA-1 Apr. 2-9, 1977
EDA-2 Apr. 9-16, 1977
$485 from New York, based on GIT airfare: IT7JU1NEA1
Single Supplement: $28

HIGHLIGHTS:
You will be invigorated by the delightful town of Split on Yugoslavia's Dalmatian coast, a popular vacation area dating back to the 4th century A.D. The superb climate so pleased Roman Emperor Diocletian that he ordered a palace built in Split, the partially reconstructed ruins of which you will visit. From your headquarters at the comfortable Lav Hotel you will have ample opportunities to explore the picturesque Dalmatian coast or to enjoy inland villages in Croatia. Your hotel amenities include indoor-outdoor swimming, tennis courts, mini-golf, bowling, a nightclub and casino. Optional tours, at added cost, will be offered to Dubrovnik, Hvar, Kotor and other areas.

TOUR FEATURES:
- Round-trip jet transportation via JAT — Yugoslav Airlines
- Accommodations for 6 nights at the superior first-class Lav Hotel at Split, based on twin occupancy
- Continental breakfast and table d'hôte dinner daily at the Lav Hotel
- Half-day sightseeing tour of Split with English-speaking guide
- Transfer and porterage between airport and hotel

GUATEMALAN FESTIVAL (EG)

Apr. 2-10, 1977
$589 from New York and Washington, D.C.
$639 from Los Angeles
Price based on GIT airfare: IT7-PA-1-DCAV
Singe Supplement: $72
No child or triple room reduction

HIGHLIGHTS:
Your Guatemalan Festival includes sightseeing in Guatemala City, Lake Atitlan, Chicicastenango, Quezaltenango and Antigua. See colorful and picturesque Indian markets, fascinating religious ceremonies, the Indian village of Santiago de Atitlan; the picturesque surroundings of Panajachel and excursions to San Francisco El Alto, Solola, San Antonio Aguas Calientes and Ciudad Vieja. From Antigua return to Guatemala City for your return flight.

TOUR FEATURES:
- Round-trip jet transportation via Pan American World Airways
- 3 nights at the Camino Real Hotel in Guatemala City; 2 nights at the Hotel Tzanjuyu in Lake Atitlan; 1 night at the Pension Bonifaz Hotel in Quezaltenango; 2 nights at the Hotel Antigua in Antigua
- All transfers and baggage handling between airport and hotel

SPRINGTIME IN MOROCCO (ELM)

ELM-1 Apr. 2-9, 1977
ELM-2 Apr. 9-16, 1977
$598 from New York, based on group affinity airfare
Single Supplement: $40, if available

HIGHLIGHTS:
Marrakech, Fez, and Casablanca — an unusual and stimulating holiday in the mystic and imperial cities of Morocco. Morocco is a land of great natural beauty, rich in architecture and the decorative arts. Included in the tour will be sightseeing as follows: full day in Marrakech; half-day in Fez; half-day in Casablanca; full-day en route from Fez to Casablanca with stops in Meknes, Volubilis and Rabat.

TOUR FEATURES:
- Round-trip jet transportation via Royal Air Maroc to Casablanca
- Superior first-class to deluxe hotels with private bath, based on twin occupancy
- Continental breakfast and dinner daily, except Casablanca where only continental breakfast is included
- Touring and sightseeing by deluxe motorcoach; tour escort and English-speaking Moroccan guide throughout
- Entrance fees; baggage handling; service charges and taxes on included features; tips, except to guides and drivers

SPRING IN THE HOLY LAND (ELHL)

ELHL-1 Apr. 1-9, 1977
ELHL-2 Apr. 8-16, 1977
$955 from New York, based on non-affinity GIT airfare
Single Supplement: $84, if available

HIGHLIGHTS:
Amman: Full-day excursion to Petra, the lost city of Nabateans, to visit the city carved out of rose-red sandstone.

Israel: 1st day — Morning crossing into Jerusalem; afternoon, Jericho. 2nd day — Tour of the Old City including Herod's Gate, Pilate's Palace, the Via Dolorosa; the temple area including the Western Wall, the historic Al-Aqsa Mosque and the Dome of the Rock. 3rd day — Visit New Jerusalem, the museum housing the Dead Sea Scrolls; afternoon trip to Ein Karem, birthplace of John the Baptist and Hebron's Cave of Machpelah. 4th Day — Full day trip to Tiberias visiting Nablus, Jezreel, Nazareth, Mt. Tabor and the Mt. of Precipitation en route. 5th day — Proceed to Tel Aviv via Haifa, sightseeing along the way.

TOUR FEATURES:
- Round-trip jet transportation via Pan American and Royal Jordanian Airlines
- First-class accommodations with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- Full program of sightseeing with English-speaking guides
- Service charges, tips and porterage included
- Jordanian departure tax of $2.80 and Israeli Departure Tax of $7 (based on current rates) not included

EASTER IN ST. LUCIA (ESL)

ESL-1 Apr. 1-8, 1977
ESL-2 Apr. 8-15, 1977
*$348 from Miami
*$389 from Baltimore, Philadelphia, New York and Washington, D.C.
*$415 from Boston and Pittsburgh
*$490 from Chicago
*Plus $62 tax and service charge
Fare based on ITX airfare: SLUIT5BWI1TC9
Single Supplement: $45
Triple reduction: Not available
Child reduction (2-11): Available upon request — varies by departure city

HIGHLIGHTS:
A special orientation and local tropical drink will welcome you to the island of St. Lucia. Swimming at your hotel pool is available, as well as the following optional sports: tennis, horseback riding, snorkeling and waterskiing plus instruction, and pitch and putt course. Those who are interested in these activities must make reservations at the hotel after arrival.

TOUR FEATURES:
- Round-trip jet transportation via British West Indies Airways Boeing 707 and connecting carriers where necessary
- Seven nights hotel accommodations at the first-class Halcyon Days, located on the beach, sharing twin-bedded, fully air-conditioned room
- Round-trip transportation between airport and hotel
- Baggage handling at airport and hotel for two bags (44 lbs. limit)
- Tips for maids and porters
- U.S. Departure Tax (St. Lucia Departure Tax not included — approximately $2)

SPRING IN THE LAND OF THE PHARAOHS (ELPT)

ELPT-1 Apr. 1-9, 1977
ELPT-2 Apr. 8-16, 1977
$1095 from New York, based on GIT airfare: IT6AZ1NA8
Single Supplement: $138, if available

HIGHLIGHTS:
The romance of desert nights and the fascination of Cairo's exotic streets, mosques and bazaars, have drawn people to Egypt since time immemorial. On your trip to the land of the Pharaohs you will visit the great Egyptian Museum, the Sphinx and the Pyramids. At Abu Simbel you will tour the magnificent temples saved from destruction by the New High Dam; then on to Aswan to see the Dam, the Elephantine and Botanic Islands, the Agha Khan Mausoleum and the Unfinished Obelisk. Before returning to Cairo for a day at leisure you will visit Luxor — Thebes Necropolis on the West Bank.

TOUR FEATURES:
- Transatlantic jet transportation via Alitalia
- Accommodations at superior first-class hotels with private bath, based on twin occupancy
- Continental breakfast and table d'hôte dinner daily
- All sightseeing by private motorcoach with English-speaking guides, including admission fees
- Transfers, porterage and airport embarkation tax at Cairo

COLOMBIA, LAND OF BOLIVAR (ECO)

ECO-1 Apr. 3-10, 1977
ECO-2 Apr. 10-17, 1977
$587 from Miami
$698 from New York and Washington, D.C.
$791 from Chicago
$796 from Los Angeles
Price based on GIT airfare: IT6BN1NEA-6
Single Supplement: $85
No child or triple room reduction

HIGHLIGHTS:
While on your Colombian Easter Holiday, you will visit the Monserrate shrine, the Old Colonial District, the House of Bolivar and the world-famous Gold Museum. Enjoy an all-day excursion to Fusagasuga, land of the coffee bean, as well as the southern Bogota plateau and the village of Soacha. In Santa Marta you will see the first Spanish settlement in South America where you can swim, fish, golf, sightsee or visit fishing villages and jungles. Included is a visit to San Pedro Alejandro.

TOUR FEATURES:
- Round-trip jet transportation from Miami via Braniff International; round-trip air transportation between Bogota and Santa Marta
- 5 nights in Hotel Tequendama in Bogota; 2 nights in Hotel El Puerto Galeon in Santa Marta
- 1 lunch in Bogota
- All transfers and baggage handling

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

PRICES INCLUDE – Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE – Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; certain taxes.

HOTELS – Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE – Porterage of one medium-sized suitcase (two for Martinque, St. Lucia and Hawaii tours) per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

ELIGIBILITY – Affinity Group Airfares: Tours/flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside at the member's home address) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.

ELIGIBILITY – GIT Airfare Tours: Tours with prices described as "based on GIT airfare" are based on use of the group inclusive tour basing airfare which is available to 10 or more persons traveling together throughout. GIT airfare tours are open to NEA members, their relatives and friends.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On GIT tours, cancellation received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations; on group affinity tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filled less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 16-35 days before departure unless a replacement is found; for cancellations received 15 days or less before departure a $100 penalty per person will be assessed, with or without a substitute.

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL R1-77

Send application and deposit to:
Educational Travel – Room 402E
1201 16th Street, N.W.
Washington, D.C. 20036

Deposit of $100 per person is required for all tours.
Make check payable to NEA Educational Travel.
There is a $25 per person cancellation fee on all reservations cancelled.

Please reserve ______ spaces on ______ *(tour code)*
departing on ______ *(date)* from ______ *(city)*
Deposit of $ ______ is enclosed. Seating Preference ☐ Smoking ☐ Non-smoking
Name ______ (Give names and addresses of additional persons on a separate sheet)
Address ______
City ______ State ______ Zip ______
Home Telephone ______ Business Telephone ______ Age ______

Save on Headaches

Buying medicines can be a headache . . . your Association has the prescription!

Chances are you may be overpaying significantly for medicines and other health needs. Your Association has the aspirin for *that* kind of headache, too.

Unified Members and their families using the Association's Prescription Service Program pay consistently lower prices for prescription medicines from one of the most service-oriented, technically advanced pharmacies in the country. Prove it yourself. Check the list of most frequently prescribed drugs in the columns below. Bought locally, you may needlessly be paying up to *twice as much* for some of them.

This list includes only a representative sample of the *more than 6500 prescription medicines* available through the Association's Prescription Service Program.

UNIFIED SPECIAL SERVICES

NEA ...We're listening.

Prices Listed Below are for Quantities of 100

If you spent $100 last year on prescription medicine you might have saved over $50 if you had purchased by *generic* name.*

Check this list of comparative prices on 80 brand name drugs. The products listed together are chemically and therapeutically the same. The average brand price is $7.94. The average generic price is $3.67. Based on these average prices you could have saved 54%. Notice that some brand name products are *three* times more costly than the equivalent generic. *Generics* are in capital letters.

If your doctor will permit, your pharmacist can give you the same medicine as the brand name item by a less expensive manufacturer.

Can you afford to support the big name company at these price differences?

Achromycin V 250mg	C	$3.87
TETRACYCLINE HCL 250mg	**C**	**3.06**
Antivert 12.5mg	T	6.30
MECLIZINE 12.5mg	**T**	**2.68**
Antivert 25mg.	T	9.72
MECLIZINE 25mg	**T**	**3.48**
Apresoline 25mg.	T	5.67
HYDRALAZINE HCL 25mg	**T**	**2.61**
Apresoline 50mg	T	7.65
HYDRALAZINE HCL 50mg	**T**	**3.33**
Aristocort 4mg	T	17.82
TRIAMCINOLONE 4mg	**T**	**6.39**
Arlidin 6mg	T	7.83
NYLIDRIN HCL 6mg	**T**	**2.61**
Arlidin 12mg	T	13.32
NYLIDRIN HCL 12mg	**T**	**4.05**
Artane 2mg	T	2.70
TRIHEXYPHENIDYL HCL 2mg	**T**	**2.25**
Benadryl 50mg	C	4.41
DIPHENHYDRAMINE HCL 50mg	**C**	**2.34**
Benemid 500mg	T	7.38
PROBENECID 500mg	**T**	**6.66**
Bentyl 10mg	C	5.85
DICYCLOMINE HCL 10mg	**C**	**2.88**
Bentyl 20mg	T	8.10
DICYCLOMINE HCL 20mg	**T**	**2.70**
Cardilate 10mg	T	3.78
ERYTHRITOL TETRANITRATE	**T**	**2.70**
Cerespan 150mg	C	11.61
PAPAVERINE HCL 150mg	**C**	**3.33**
ChlorTrimeton 8mg	T	5.58
CHLORPHENIRAMINE MALEATE	**T**	**2.34**
ChlorTrimeton 12mg	T	7.38
CHLORPHENIRAMINE MALEATE	**T**	**2.34**
Cyclospasmol 200mg	C	8.64
CYCLANDELATE 200mg	**C**	**5.40**
Librium 5mg	C	6.48
CHLORDIAZEPOXIDE HCL 5mg	**C**	**4.05**
Librium 10mg	C	8.01
CHLORDIAZEPOXIDE HCL 10mg	**C**	**4.23**
Librium 25mg	C	12.15
CHLORDIAZEPOXIDE HCL 25mg	**C**	**5.85**
Mandelamine 500mg	T	5.49
METHENAMINE MANDELATE 500mg	**T**	**2.88**
Mandelamine 1 Gm	T	8.01
METHENAMINE MANDELATE 1 Gm	**T**	**3.33**
Miltown 400mg	T	7.38
MEPROBAMATE 400mg	**T**	**2.25**
Naqua 4mg	T	6.84
TRICHLOMETHIAZIDE 4mg	**T**	**2.34**
Nitrobid 2.5mg	C	8.01
NITROGLYCERIN 2.5mg	**C**	**2.97**
Nitrobid 6.5mg	C	10.53
NITROGLYCERIN 6.5mg	**C**	**3.24**
Pavabid 150mg	C	9.00
PAPAVERINE HCL 150mg	**C**	**3.33**
Pentids-400 (250mg)	T	10.71
POTASSIUM PENICILLIN 250mg	**T**	**3.51**
Peritrate 20mg	T	5.22
PENTAERYTHRITOL TETRANITRATE	**T**	**1.89**
Peritrate SA 80mg	T	10.71
PENTAERYTHRITOL TETRANITRATE	**C**	**4.23**
Phenergan 12.5mg	T	5.58
PROMETHAZINE HCL 12.5mg	**T**	**2.16**
Phenergan 25mg	T	8.82
PROMETHAZINE HCL 25mg	**T**	**2.43**
Premarin 0.625mg	T	5.22
CONJUGATED ESTROGENS .625mg	**T**	**3.96**
Premarin 1.25mg	T	7.74
CONJUGATED ESTROGENS 1.25mg	**T**	**4.50**
Premarin 2.5mg	T	13.50
CONJUGATED ESTROGENS 2.5mg	**T**	**8.28**
Cytomel 50mcg	T	5.13
SODIUM LIOTHYRONINE 50mg	**T**	**2.79**
Darvon 65mg	C	7.02
PROPOXYPHENE HCL 65mg	**C**	**3.06**
Decadron .75mg	T	14.49
DEXAMETHASONE .75mg	**T**	**4.23**
Deltasone 5mg	T	3.42
PREDNISONE 5mg	**T**	**2.70**
Diamox 250mg	T	8.37
ACETAZOLAMIDE 250mg	**T**	**5.67**
Diuril 500mg	T	6.48
CHLOROTHIAZIDE 500mg	**T**	**5.58**
Doriden 500mg	T	8.55
GLUTETHIMIDE 500mg	**T**	**5.40**
Duotrate 30mg	C	6.93
PENTAERYTHRITOL TETRANITRATE	**C**	**3.42**
Equanil 400mg	T	7.74
MEPROBAMATE 400mg	**T**	**2.25**
Esidrix 50mg	T	6.66
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.52**
Estinyl .02mg	T	3.96
ETHINYL ESTRADIOL .02mg	**T**	**2.25**
Furadantin 50mg	T	9.81
NITROFURANTOIN 50mg	**T**	**2.16**
Gantrisin 500mg	T	4.50
SULFISOXAZOLE 500mg	**T**	**3.33**
Hexadrol .75mg	T	10.26
DEXAMETHASONE .75mg	**T**	**4.23**
Hydrodiuril 25mg	T	4.86
HYDROCHLOROTHIAZIDE 25mg	**T**	**2.25**
Hydrodiuril 50mg	T	6.48
HYDROCHLOROTHIAZIDE 50mg	**T**	**2.52**
Isordil 5mg Oral	T	4.95
ISOSORBIDE DINITRATE 5mg	**T**	**2.43**
Isordil 10mg Oral	T	5.49
ISOSORBIDE DINITRATE 10mg	**T**	**2.52**
Isordil 40mg Tembids	T	10.26
ISOSORBIDE DINITRATE 40mg	**T**	**5.67**
Kenacort 4mg	T	22.23
TRIAMCINOLONE 4mg	**T**	**6.39**
Larodopa 500mg	T	9.63
LEVODOPA 500mg	**C**	**8.10**
Letter .2mg	T	3.42
SODIUM LEVOTHYROXINE .2mg	**T**	**2.16**
Probanthine 15mg	T	6.48
PROPANTHELINE BR 15mg	**T**	**2.70**
Pronestyl 250mg capsules	C	7.29
PROCAINAMIDE HCL 250mg	**C**	**3.96**
Pronestyl 500mg	C	12.69
PROCAINAMIDE HCL 500mg	**C**	**5.40**
Pyribenzamine 50mg	T	4.32
TRIPELENNAMINE HCL 50mg	**T**	**2.34**
Raudixin 50mg	T	6.03
RAUWOLFIA SERPENTINA 50mg	**T**	**2.16**
Raudixin 100mg	T	8.55
RAUWOLFIA SERPENTINA 100mg	**T**	**2.34**
Robaxin 750mg	T	11.70
METHOCARBAMOL 750mg	**T**	**8.37**
Serpasil .25mg	T	5.13
RESERPINE .25mg	**T**	**1.80**
Sorbitrate 5mg oral	T	5.04
ISOSORBIDE DINITRATE 5mg	**T**	**2.43**
Sorbitrate 10mg oral	T	5.58
ISOSORBIDE DINITRATE 10mg	**T**	**2.52**
Sudafed 60mg	T	4.59
PSEUDOEPHEDRINE HCL 60mg	**T**	**3.33**
Synthroid .2mg	T	3.33
SODIUM LEVOTHYROXINE .2mg	**T**	**2.16**
Teldrin 8mg Spansules	C	6.66
CHLORPHENIRAMINE MALEATE 8mg	**C**	**2.61**
Teldrin 12mg Spansules	C	8.46
CHLORPHENIRAMINE MALEATE 12	**C**	**2.79**
Thorazine 25mg	T	4.68
CHLORPROMAZINE HCL 25mg	**T**	**2.88**
Thorazine 50mg	T	5.22
CHLORPROMAZINE HCL 50mg	**T**	**3.15**
Tofranil 10mg	T	7.11
IMIPRAMINE HCL 10mg	**T**	**3.87**
Tofranil 25mg	T	9.81
IMIPRAMINE HCL 25mg	**T**	**5.40**
Tofranil 50mg	T	18.81
IMIPRAMINE HCL 50mg	**T**	**6.75**
Vasodilan 10mg	T	8.19
ISOXSUPRINE HCL 10mg	**T**	**5.40**
Vasodilan 20mg	T	13.86
ISOXSUPRINE HCL 20mg	**T**	**8.10**
V-Cillin K 250mg	T	9.81
PENICILLIN V POTASSIUM 250mg	**T**	**4.41**

C=capsule, T=tablet **members net cost per 100**

*many brand name drugs are still under patent protection and are not available from another manufacturer by generic name.

Important Extra Benefits.

NEA's precision-planned, carefully controlled program offers unique and exclusive benefits. Among these are:

- Computer-monitored allergy protection.
- Computer-monitored drug interaction checks. Nearly 40,000 potentially hazardous drug combinations are checked.
- Printed reorder cards on every item purchased to enable you to order refills without even writing your name.
- Same day service. Orders are filled and shipped on the day they are received.
- Shop-at-home convenience. Saves time, saves gasoline and transportation.
- Open credit privileges. Pay when you are billed.
- Free delivery via first-class mail for prescription medicines.
- Itemized invoices in duplicate for tax and insurance purposes.

Special: 50¢ Saving on New Prescriptions.

The NEA Prescription Service Program is offering a 50¢ discount on new prescriptions. (Refills of present prescriptions on file with the service do not qualify for the discount.) To take advantage of this offer, mail your next new prescription along with the "FOR PRESCRIPTIONS" coupon and you will receive a 50¢ credit. Also, as a Unified Member you are guaranteed preferential treatment and special prices.

Catalog of Family Health Needs Available.

For a catalog of family health needs and medicines which describes the program in detail and lists prices of hundreds of items, simply fill out the "FOR CATALOG" coupon and send it along with 25¢ in coin (to cover handling costs).

If you really want to save money on your pharmacy bills, take advantage of your Association's Prescription Service Program . . . and save on headaches.

FOR PRESCRIPTIONS

R 1-77

Pharmaceutical Services of Kansas City, Inc.
6427 Prospect Avenue
Kansas City, Missouri 64132

I am a Unified Member.
Please rush the enclosed prescription(s) to me.
I understand I will receive a 50¢ credit.

Name: ____________________

Address: ____________________

City: ____________ State: ________ Zip: ________

FOR CATALOG

R 1-77

Prescription Service Program – Room 405E
1201 16th Street, N.W.
Washington, D.C. 20036

Enclosed is 25¢ in coin.
Please send me a Prescription Service Program catalog.

Name: ____________________

Address: ____________________

City: ____________ State: ________ Zip: ________

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nea reporter

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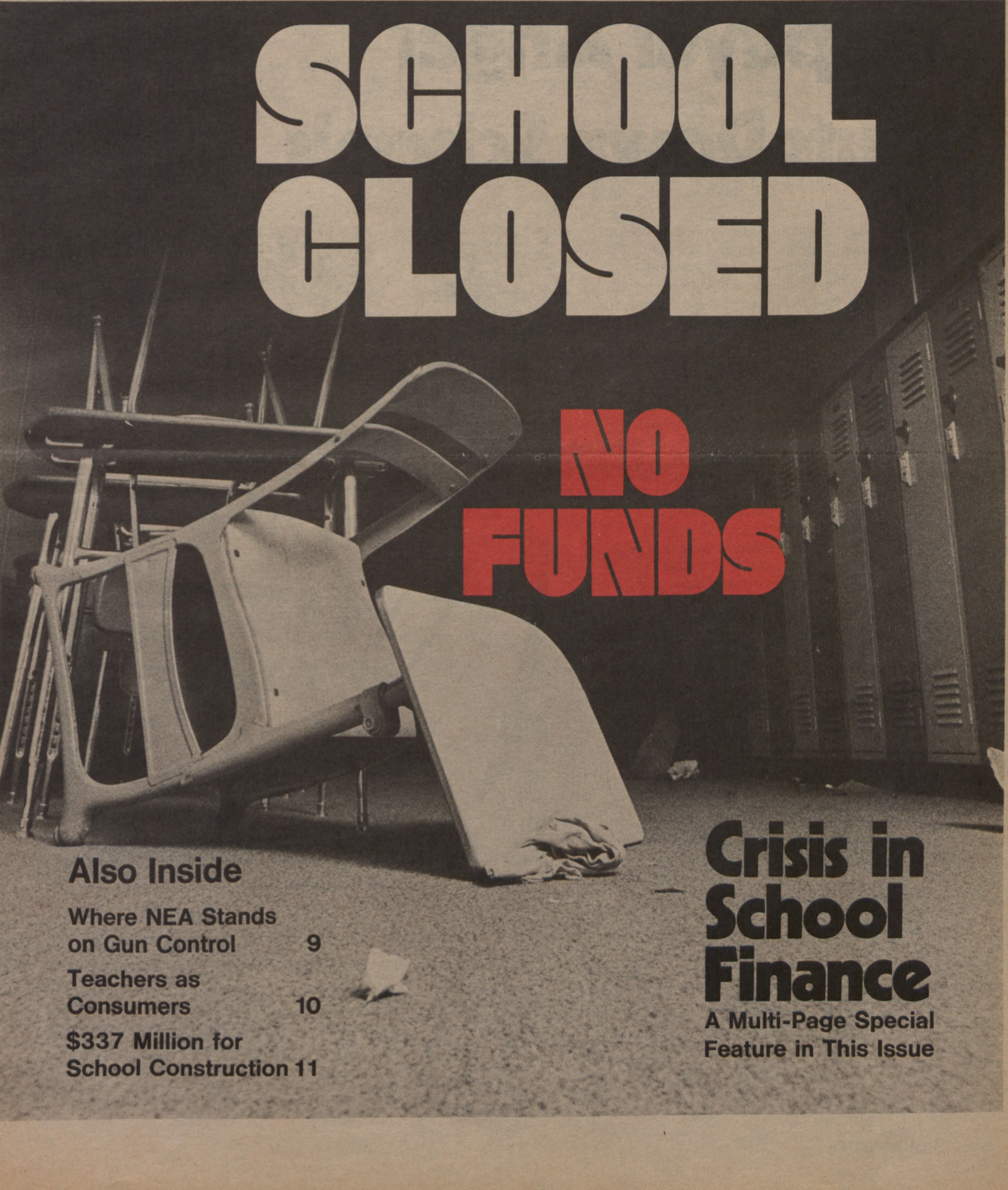
SCHOOL CLOSED

NO FUNDS



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Crisis in School Finance

A Multi-Page Special Feature in This Issue

CRISIS IN SCHOOL FINANCE

Taxpayer Anger Shuts Down Schools

The American recession-ridden economy continues to pressure schools. Rising costs and taxpayer resistance are causing budget slashes in school districts around the nation—to the point of closing entire school systems.

Frustrated with unresponsive government, big business, spiraling consumer prices, and increased taxes, citizens are exercising what little power they feel they have left to shout NO to school budget increases.

In New York City, teachers have been fired and class sizes doubled. Detroit closed 10 elementary schools, dropped most guidance and many elective courses. Rockford, Illinois, fired 400 teachers and cut sports and other extracurricular activities.

In parts of Connecticut, Ohio, and Oregon, voter rejection of school tax levies sent thousands of students and teachers home in early December.

In Toledo, Ohio, 56,000 students were sent home and 2,600 teachers stopped earning paychecks three weeks before their Christmas vacations were to begin. Seven smaller Ohio districts closed as early as November 3, shutting doors to more than 12,000 other children. They were out of school for two full months before the districts were allowed to borrow money and reopen on January 3. (Ohio state law prohibits ending a calendar year in a deficit.)

Twice since August 31 voters have rejected proposed municipal budgets in Putnam, Connecticut. The crisis there closed schools and ended some municipal services.

SHUTDOWNS IN OREGON

The situation in Oregon has been particularly acute.

After repeated rejections of school budget levies, forcing three Oregon school district shutdowns, voters finally decided January 11 to reopen the South Lane School District, and prevented Eagle Point

THE COURT RULED...
"FUND EDUCATION"

New Jersey teachers marched to pressure the state legislature into financing the public schools. A court ruling mandated legislation that would guarantee adequate support for schools.

nea reporter

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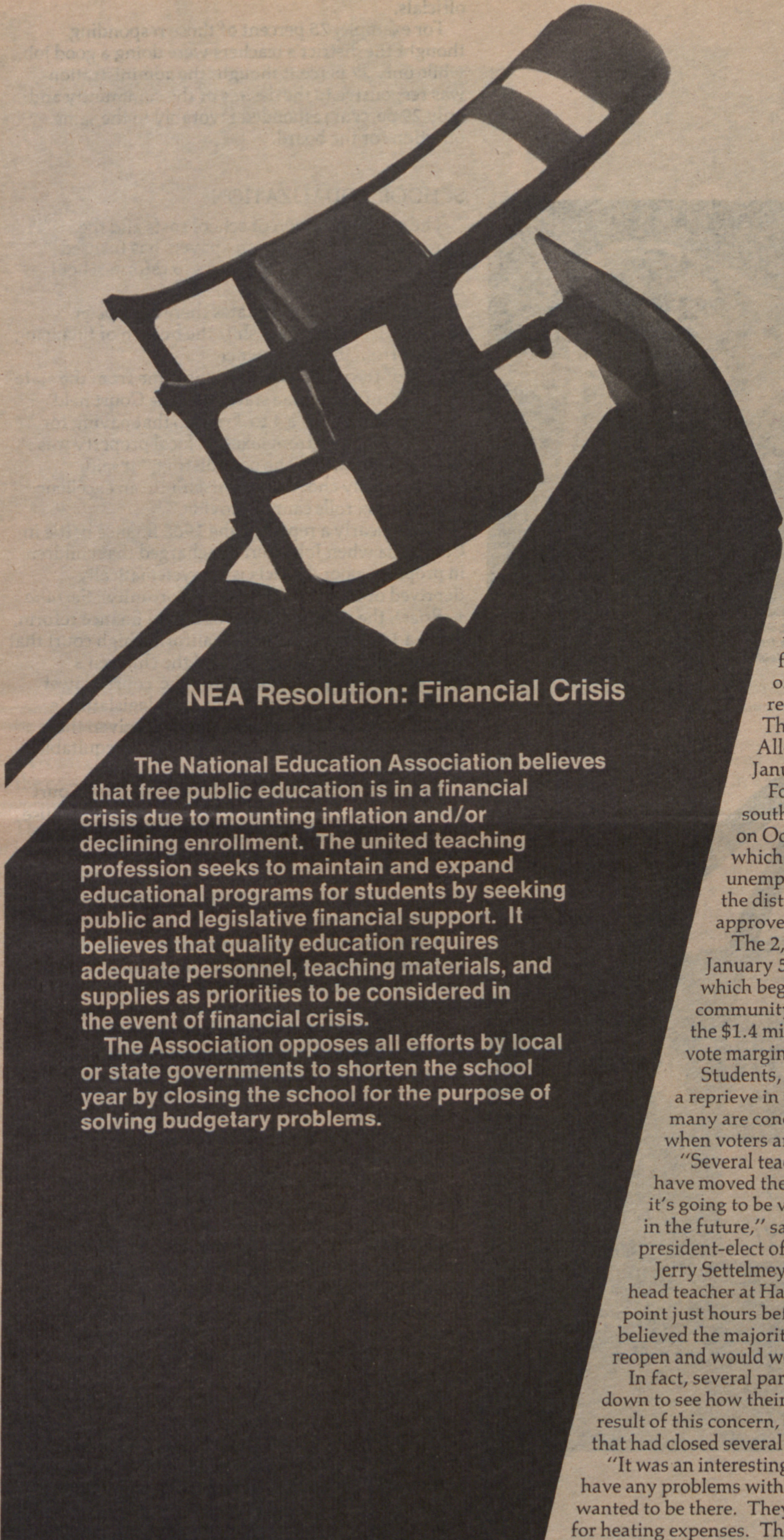

NEA Resolution: Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation and/or declining enrollment. The united teaching profession seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes all efforts by local or state governments to shorten the school year by closing the school for the purpose of solving budgetary problems.

and La Grande schools from closing their doors for the second time.

In the South Lane district, about 130 miles south of Portland, schools had been closed since Thanksgiving Eve, shutting out 3,300 students and about 200 teachers for an untimely and unwanted vacation. Voters had four times turned down a school budget request of $2.8 million before they approved the most recent proposal that was trimmed by $391,000. The South Lane district serving Cottage Grove, an All-American City, reopened its schools on January 14.

For lack of funds, Eagle Point Schools in southwestern Oregon were closed to 2,800 students on October 15. They reopened December 6 on monies which would have been paid to teachers in unemployment funds. About $352,000 was pared from the district's budget request before the levy was approved on January 11.

The 2,800 La Grande students returned to classes January 5, after being on an extended Christmas vacation which began December 17. Voters in this east Oregon community turned down fund requests three times before the $1.4 million levy passed on January 11 by a 1,600-vote margin.

Students, teachers, and other school employees finally got a reprieve in these three districts from angry taxpayers, but many are concerned about what is going to happen in May when voters are asked to approve next year's budget.

"Several teachers already have left, a good number of parents have moved their families to other districts, and I predict that it's going to be very hard to attract other quality teachers here in the future," said Linda Randall, fifth-grade teacher and president-elect of the South Lane Education Association.

Jerry Settelmeyer, half-time fourth-grade teacher and half-time head teacher at Harrison School in Cottage Grove, made the point just hours before the polls closed on January 11 that he believed the majority of voters in Cottage Grove wanted schools to reopen and would work hard to see that they don't close again.

In fact, several parents approached Settelmeyer after schools shut down to see how their children could keep up their studies. As a result of this concern, Settelmeyer sought space in a Catholic school that had closed several years ago to hold daily supervised study groups.

"It was an interesting experience," Settelmeyer said, "We didn't have any problems with discipline because the kids who were involved wanted to be there. They paid $1 a day per child to pay the parish for heating expenses. They all are very anxious to go back to school, however."

In spite of all the controversy stirred up by the school closings, hostilities were not directed at teachers. In fact, when the Eagle Point School District decided to pin down community attitudes by taking a

(Continued on next page)

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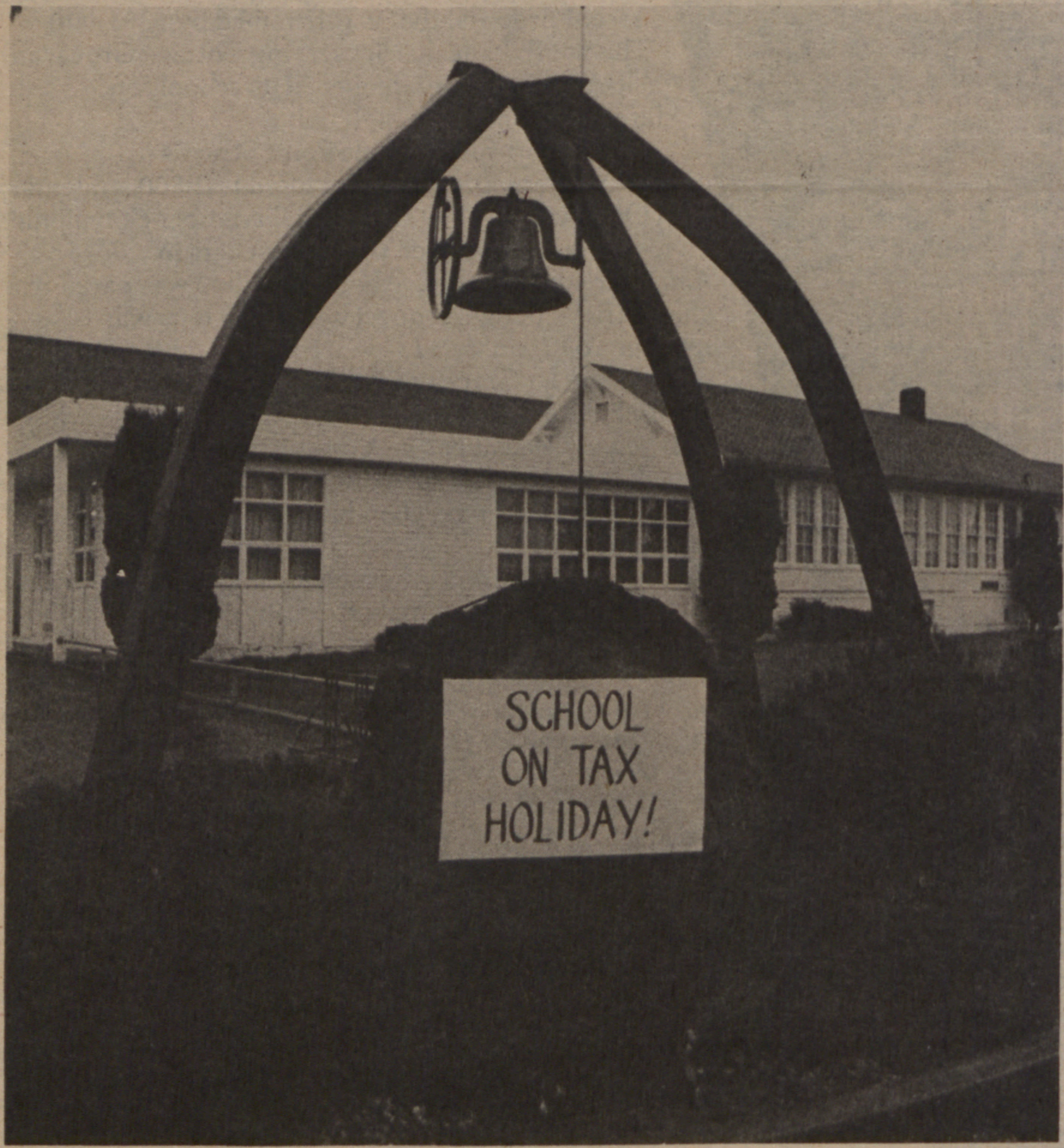
CRISIS IN SCHOOL FINANCE $

New Jersey Education Association President Judith Owens addresses a rally in front of the state house in Trenton—part of a massive NJEA lobbying effort for school funding.



survey, the results apparently surprised school officials.

For example, 75 percent of those responding thought the district's teachers were doing a good job, while only 27 percent thought the administration was responsive to the desires of the community and only 29 percent responded favorably to the same question for the board.

SCHOOL EQUALIZATION

The rapid escalation of school costs and the growing fury of property taxpayers has focused increased attention on measures to reform school financing.

In more than a dozen states there have been efforts in recent years to shift the burden of financing schools from the homeowner.

One of the most recent actions came from the state of California when the state Supreme Court held on December 30, in a 4 to 3 ruling, that paying for schools primarily from taxes on local property was unconstitutional. "The poor district," it said, "cannot freely choose to tax itself into an excellence which its tax rolls cannot provide."

It was nearly a repeat of the 1968 finance battle in California when John Serrano charged that children in property-poor districts were systematically deprived of equal educational opportunity. *Serrano v. Priest,* the exemplar case for school finance reform, led to a 1971 opinion by the California high court that existing school funding violated the children's guarantees to equal protection. The court's latest ruling rejects as inadequate the state legislature's efforts to reduce the inequities and has given the legislature until 1980 to come up with an equitable finance law.

In similar action, the New Jersey Supreme Court shut down its 2,500 public schools on July 1 because the legislature had failed to legislate an appropriate finance plan before that high court's deadline. New Jersey became the first state in the nation's history in which public schools suspended operation by judicial action.

The impact of the court's injunction was blunted because it came near the end of the regular school year. Nevertheless, some 100,000 students and 4,000 teachers in summer sessions were locked out.

The crisis ended nine days later when the legislature enacted the court-mandated legislation to assure adequate financial support for the schools.

In the state of Washington, a judge ruled last month that the state's system of financing public schools with special property tax levies is unconstitutional.

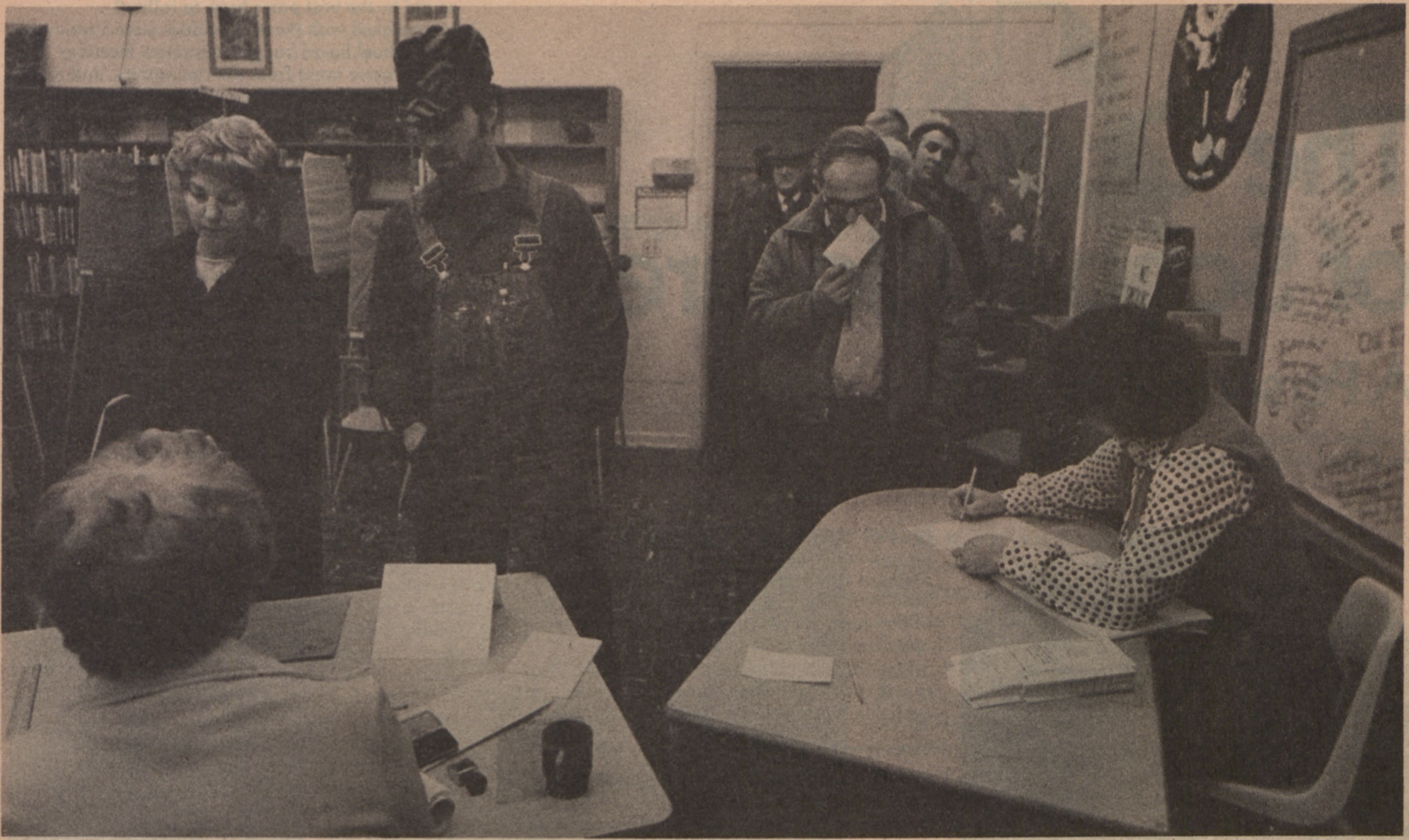
Thurston County Superior Court Judge Robert J. Doran gave the legislature until July 1, 1979, to comply with the education requirements of the state constitution. Estimates are that the changes needed could add some $1 billion a year to the present $2 billion Washington State spends on its schools.

Other states, including Florida, Kansas, Maine, and Michigan, have adopted a variety of reforms, but without depriving local voters control over spending.

Equalization formulas have been talked about in this country since back in the 1920's. They have all had the same purpose—to make the wealth of an entire state available for a child's education and to equalize the differences in wealth between school districts.

ONE-THIRD FEDERAL FUNDING

NEA has long believed that the federal government should pay its fair share of financing public education. Currently just over half of public school money comes from the localities themselves. About



Residents of Cottage Grove, a logging community in the foothills of the Cascade Mountains in southwestern Oregon, gather at the polls on January 11 to vote to reopen the schools, after having rejected tax elections four times previously.

40 percent comes from the state, with only 8 percent of the cost of education coming from the federal government.

There is a wide disparity among the states in terms of how much money goes to each child. As much as $2,900 is being spent per child in Alaska, as little as $980 for each child in Kentucky.

"That in no way can provide what NEA believes to be an equal educational opportunity," said NEA President John Ryor recently in an interview on the Public Broadcasting Service's *MacNeil/Lehrer Report*.

"We think the way to assure equal educational opportunity would be for the national government to pick up its fair share (one-third of the cost of education) of what we think its public responsibility is in that regard," Ryor said.

NEA's top legislative priority to increase federal financing of schools should get a lot of support from distressed property taxpayers across the country.

"MAD AS BULLS"

The taxpayer's revolt apparently is much bigger than voter rejection of school budget levies.

According to an article in the November issue of *New West* magazine, property taxpayers in California are "as enraged as mad bulls." Titled "Hitting Us Where We Live: Inside the Property Tax Revolt," the article tells of individual homeowners whose property taxes have increased five times in one year.

According to the article, soaring property taxes in California are threatening Californians with the loss of their homes, especially those who are living on fixed incomes. The average wage-earner is surrending between 46 and 56 percent of his salary in some form of taxes, according to Daniel Bostwright, chairman of the Assembly Ways and Means Committee. About 40 percent of California's tax collections for state and governmental purposes come from the property tax.

One of the more pathetic tales quoted in the *New West* article concerns a distressed woman whose taxes were raised 200 percent in a year. She had only $158 remaining in her savings account.

"Hold back paying your taxes," advised an officer of Citizens for Tax Reform. "They can't take your home away for at least five years."

Several days later the woman was found dead on her living room floor. She had committed suicide.

Public elementary and secondary education has grown into one of the chief fiscal enterprises in the United States, accounting for an outlay of $66.6 billion during the 1975-76 school year, according to NEA Research.

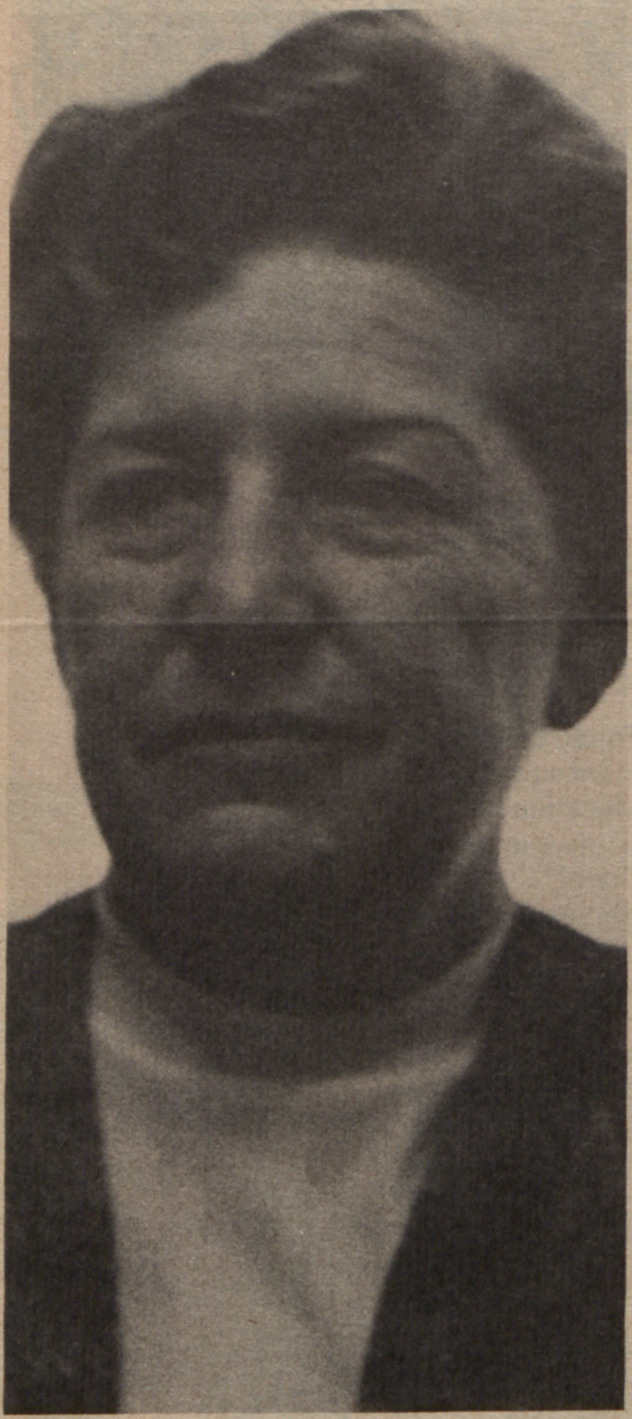
"The only way further retrenchment of financially strapped school districts can be prevented is by greater funding from state and federal sources, diminishing the reliance on taxpayers," says NEA President Ryor.

Jerry Settelmeyer and Dorothy Morey, both teachers out of work since Cottage Grove schools closed on November 25, nervously await the news of the tax levy vote results in Morey's home just after the polls closed on January 11.

The Ordeal of School Closure:

A Personal Account

By Aileen Nothwang
North Bend (Oregon) High School



My first reaction was that such a situation could never come to pass here in Oregon—in the United States of America—where education has always been held in the highest esteem, where a basic tenet of our democracy rests upon equality of opportunity for all citizens.

Yet, there it was: an edict by the School Board that if the budget were defeated on September 21, available funds would only permit the schools to operate until September 29. (Ultimately, this statement, doubtless only an attempt at complete honesty, was perceived by the electorate as a "threat," and, apparently, further angered them.)

Nothwang's comments first appeared in the November 1976 issue of *Oregon Education*, official publication of the Oregon Education Association.

No other topic of conversation prevailed throughout the schools of the district, both among the students and the faculty. We teachers were besieged with questions from students. They were questions for which we had no answers. We were in as much of a quandary. Without exception, our initial concern was for the students and the effects this action would have upon them and their educational needs and goals.

The seniors whose graduation might be threatened; the underclassmen whose high school years might need to be extended a semester or a year; the first graders who were just ready to begin learning to read and to approach other basic skills; scholars whose opportunities for scholarships might well be jeopardized; athletes whose love of competition would deprive many of their most compelling reason for remaining in school (as well as possibly costing them scholarships); business classes whose participation in state contests would be impossible because they would be too far behind students in other schools; every other academic and extracurricular group whose learning momentum would be interrupted, with resultant irreparable losses; and on and on.

On September 21, a relatively large turnout of voters did, indeed, defeat the budget; and the inevitable closure loomed, not as a horrendous possibility any longer, but as a fact to be implemented. Strenuous efforts of the school board, budget committee, and administration failed to uncover any obscure loopholes or sources which would allow the schools to continue to operate.

Gloom and a pervading poignancy blanketed the schools. As realization began to dawn, other considerations arose. Without a doubt, there was a feeling of betrayal on the part of both students and teachers. We became a "hot" news story. We were flooded with newspaper reporters, photographers, and television cameramen, who did extensive stories, interviews, and picture-taking, giving our situation national coverage in the media.

As might be expected, any real teaching or learning became highly problematical. The remaining few days before September 29 were a nightmare. What should be done? How? What would be the best procedures to follow? Interspersed with these difficulties were a series of open school board budget committee meetings to seek more input from the community, and to determine what might be cut from the budget before it was again presented to the voters on November 2.

Many teachers and students, as well as several hundred citizens, attended these meetings, and they were extremely disheartening. There were attacks on certain budget expenditures being made before the budget was passed, attacks on the superintendent and the curriculum director and their salaries. From a personal standpoint, it was reassuring that apparently there was no great animosity nor dissatisfaction against the general faculty—a small happy facet of a very ugly situation. Patently obvious was the fact that this was first and foremost a taxpayers' revolt, the rule of the pocketbook, with no regard for those who were most harmed, and who could not truly fight back.

Among the teachers, the exigencies of their personal economics began to be felt. The majority of the teachers in the system are fairly permanent—owners (and/or buyers) of homes, participants in various community affairs, stable citizens. However, a number of younger teachers with young families and brand-new teachers just starting their careers realized that they were facing severe financial problems.

Those who could meet the "length of employment" requirement would receive unemployment compensation up to $102.00 a week, after the required one week waiting period. Those not eligible would have absolutely no income for the closure period.

The questions regarding various fringe benefits such as health insurance and retirement also posed problems. Our health insurance would be covered through October, but a further budget defeat on November 2 would require other solutions. Our retirement would not be covered.

Time flew past and September 29 arrived all too quickly. The last of classes was a blur of recovering library/audio-visual materials and equipment, checking in textbooks, students withdrawing to move to other areas to attend schools, parents checking out textbooks for their children to study at home, and numbers of media people recording everything and generally being underfoot.

The district had decreed that ALL keys must be turned in at the end of the day, and that NO ONE (teachers, students, administrators, extracurricular groups) could be in the buildings during closure. This was another blow, since many of the teachers would have been happy to have the opportunity to do preparations that would be beneficial later—without pay, of course.

Having personally worked all summer (without pay) in an effort to overcome a very poor situation in my own new assignment, I would have welcomed this opportunity to finish "catching up." However, it was not to be; and this proved to be yet another disappointment and frustration.

The first few days after closure, a numbness blotted all else. As the days wore on, a succession of emotions gripped me: blessed relaxation for a day or so; a sense of unreality; sadness; even flashes of sympathy for taxpayers (of which I am definitely one); impatience; restlessness; frustration, anger, and finally deep resentment. Was this a just reward for over 25 years of deep and sincere dedication to young people and education? I felt betrayed—bitter—exploited—our students the pawns in this macabre game.

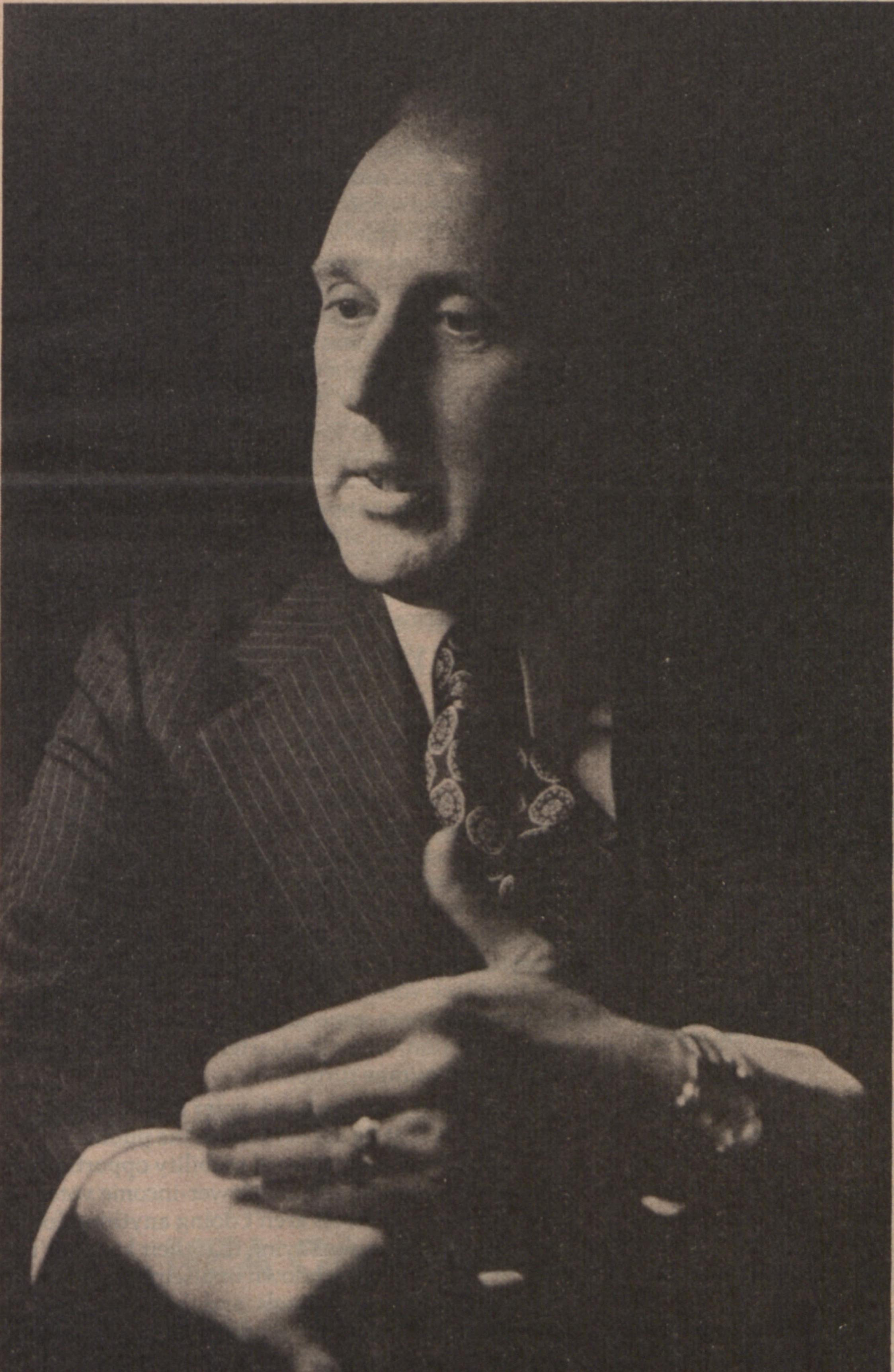
Most of my negative feelings have resolved into hope—hope that some good can come out of this dilemma—perhaps in the form of a better system of school financing—better communication between all factions in the community—renewed dedication—ad infinitum. Doubtless, some scars will remain for a long time.

It is my fervent wish that we, here in North Bend, and, a few weeks behind us, those in Eagle Point, will have borne the brunt for all students and educators in Oregon, and that no one will ever again have to live through such a devastating experience.

CRISIS IN SCHOOL FINANCE

NEA REPORTER INTERVIEWS

School Finance Expert Philip Piele



Philip K. Piele is director of the Educational Resources Clearinghouse on Educational Management at the University of Oregon and also is associate professor in the Center for Educational Policy and Management at the same institution. Piele and other experts on school finance appeared recently with NEA President John Ryor on the Public Broadcasting Service's *MacNeil/Lehrer Report*. He is the co-author of the book *Budgets, Bonds, and Ballots* and recently has been monitoring voter attitudes in tax elections in Oregon, Ohio, and elsewhere.

REPORTER—Dr. Piele, do you think the recent voter rejection of school budget levies in parts of Ohio, Oregon, and Connecticut is a harbinger of things to come?

PIELE—Well, I think to answer that question we have to look at what things have gone on in the past. We have had problems really for the last 10 years. In Oregon, one can trace it back to 1967-68, when voters began rejecting budgets the first time they were submitted. It was at that period that we had what we called the "multiple elections phenomena," where districts heretofore had been able to submit their budgets the first time; it was pro-forma. Little was done to promote the budget because it was almost taken for granted that the people would support the schools. After that period, though, it became increasingly difficult to get budgets passed the first time. The multiple election phenomena has been with us since that time.

One has to understand, though, it isn't suddenly in 1976 that we have school closures. One could look also at the bond issues that were submitted and their support rates. Ten years ago, 75 percent of the bond issues submitted to the people were passed. And now, based on 1975 statistics out of the National Center for Educational Statistics, we find that less than half of the bond issues are approved.

Your question was: Can we expect more of this? That's difficult to answer. I think that at least, unless the conditions that are creating the problem are changed, then we can expect probably more of the same.

REPORTER—What are your thoughts about the heavy reliance on local property taxes in this country to finance public schools?

PIELE—I'd like to answer that in context with: To what extent does the property tax or the question of cost influence the voter? We see that in virtually all of the studies that have been done, cost is important, but it has never proven to be a significant factor any more than one's general view about the world—one's

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being a part of the community or not being part of the community. There's no question that there are a growing number of people who feel that *all* taxes are burdensome, in terms of what the returns from government at the national, state, and local level have been. What's happened recently is that we're getting an increasing number of people who have traditionally supported the schools who are saying, "Hey, wait a minute, maybe we ought to take another look at how our money is being spent." And some people are saying its costing us too much for what we're getting and therefore we're not willing to pay anymore, automatically.

REPORTER—When the New Jersey Supreme Court ordered that state's 2,500 public schools shut on July 1 last year, it became the first state in the nation's history in which public schools suspended operation by judicial action. The thrust of this court action was to force the state legislature into enacting legislation assuring adequate financial support for the schools. California's Supreme Court ruled on December 30 for the second time that California's 100-year-old system of financing public schools through local property taxes is unconstitutional. The effect of that high court's ruling is to give the state legislature until September 1980 to enact a valid substitute. What is your reaction to these court actions and what impact do they have on the rest of the country?

PIELE—I'm glad you pointed out that there are only two states where courts have declared the present system of financing schools unconstitutional. Here, in Oregon, of course, the state supreme court ruled that the present system was *not* unconstitutional. Other state supreme courts have ruled that their state system of financing schools is not unconstitutional either.

Let me comment on the California Supreme Court decision. First of all, remember that in 1971 that court declared the state system of finance unconstitutional and then referred the case back to the trial court to gather additional evidence on the state's effort to equalize educational opportunity. What's surprising is that the recent decision was very close—4 to 3. One would have to have thought, first of all, that they would have had no choice but to declare the system of finance unconstitutional again since they did it the first time.

It is difficult to say what impact this decision will have on other states, given the closeness of the decision this time. There has been speculation here in Oregon that there may be another attempt to test the state system of school finance in the courts, given the California Court decision that it is unfair. And it is also unclear what is going to happen in California. They really have two choices it seems to me. They can submit a vote to the people to change their constitution or they can equalize their distribution of resources so that every district has the same amount of funds behind each student.

I think, given the influence of the California Supreme Court, that it may well be that the decision will have more influence in the West than it will have elsewhere. The influence may well be to spur on legislators to find more equitable means of financing schools in their states.

REPORTER—Dr. Piele, you have been researching the attitudes of voters in tax elections and elsewhere. What has your research told you about the voter in these elections?

PIELE—One thing we've learned is that inflation, higher taxes, and unemployment alone are not enough to close schools down. In Cottage Grove, Oregon, for example, you have people who are unhappy with the curriculum, some unhappy with the way the schools are being run by the board and superintendent, and there has been a long-standing unhappiness over consolidation. For Cottage Grove, this hasn't been a one shot deal; they've been having problems getting their budgets passed for the last 10 years. It takes people who vote "No" for these reasons in an informal coalition with those who are unemployed or who don't want to pay higher taxes before something happens like it did in Cottage Grove, Eagle Point, and La Grande.

REPORTER—Have there been any surprises in your research in terms of voter profile?

PIELE—Yes. We looked at Toledo, Ohio, and the precincts there, and we found that the precincts with the highest percentage of black voters and a precinct with a high number of high-income people voted "Yes" in the tax levy election. All the rest of the precincts—the middle-income, low-income, white working class, and proprietary class people—voted against the schools. Let me add that this situation has seen sustained by research all over the country. The black voter is more likely to vote "yes" than the white voter, if you just look at it like that regardless of anything else. The problem in the past has been that the black vote just hasn't turned out. But that isn't true anymore, especially if you look back at the general election, when the Carter people really went all out to encourage turnout.

I think the reason the black voter still supports the schools is that he appears to see the public schools still providing upward mobility opportunities. But the white middle-income, lower-income voter appears to say, "Schools aren't doing anything for me anymore." They're saying that their kids can't read, that there's a breakdown in discipline, that there's violence in the schools, and that there is no Christian education in the schools. Regardless of the fact that it's unconstitutional, there are a good number of No voters who want religion brought back in the schools. These are the parents who can no longer be counted upon to support the schools. They are the ones who are feeling the tax pressure; they are the ones, particularly the lower-class group, who have historically been turned off by our institutions, and it has simply spread upward.

Where NEA Stands On Gun Control

A Statement by NEA Executive Director Terry Herndon

The frightening escalation of crime and violence in America over the last two decades has reached the flash point in many of the nation's schools. In one year, schools experience 100 murders, 12,000 armed robberies, 9,000 rapes, and more than 200,000 aggravated assaults against teachers and students.

In 1975, a Senate subcommittee conducted hearings on crime in the schools. It heard first-hand from students, teachers, and safety officials. "I've been assaulted and beaten in the classroom, and the way my administrator handled it was to hush it up, not tell the police about it," said a teacher from Missouri. "Fear and violence are frightening many students out of an education," reported a city official from Philadelphia. In upstate New York, a 14-year-old shot a school aide who was trying to break up a fight, and three students held up a cafeteria manager at gunpoint, another official said.

The subcommittee, headed by Sen. Birch Bayh (D-Ind.), found that in 757 schools surveyed between 1970 and 1973 there had been an 18.5 percent increase in murders, a 40.1 percent hike in rapes, and an 85.3 percent rise in assaults on students. Assaults on teachers had increased 77.4 percent. "What we found in 1973 and 1974," said a Senate staff investigator, "we could find in 1975 in increased numbers, higher percentages, and in small as well as large school systems." Now, two years later, there is no reason to think that this trend is reversed.

Presidential Commission Findings

Five Presidential commissions have studied the problems of crime and violence over the last decade. They have found the causes many, complex, and not easy to deal with. But there are two things the commissions generally agreed on:

- The vast and increasing availability of handguns is a major factor contributing to the upsurge in criminal activity
- Strong handgun control should be implemented as a necessary first step to reduce crime and violence.

The handgun is the favorite weapon of the criminal and it was used in 51 percent of the nation's more than 20,000 murders in 1975. Handgun ownership in America far exceeds that of any other developed country. Latest estimates are that U.S. handgun ownership is 13,500 per 100,000 population—as compared with 3,000 for Canada, the next highest country. Most other countries were below 500 handguns per 100,000 citizens.

The national homicide rate per 100,000 population doubled in the U.S. between 1964 and 1974—murders by handguns nearly tripled during the same period.

NEA Assembly Actions

In the light of these kinds of data, the NEA Representative Assemblies over the past years have taken positions on handgun control. The Assembly in 1974 took this action (reaffirmed by the 1975 Representative Assembly):

"The National Education Association shall take immediate action to support and lobby for strict gun control that limits the ownership of handguns."

In 1976, the NEA Representative Assembly reviewed this Association policy and made its position more specific. New Business Item 14, as passed by the Assembly, reads:

"The NEA shall support legislation which attempts to control criminal actions which involve guns through enactment of significant penalties. Such legislation shall also provide prescriptive controls on the manufacturing, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns, commonly described as 'Saturday night specials.' "

To implement the policies ordered by the Representative Assembly, NEA joined with the National Coalition To Ban Handguns. NEA's Board of Directors recently voted NEA withdrawal from this coalition because many members had expressed their concern that the coalition's positions on handgun control go beyond the NEA Assembly's mandate. Withdrawal from the coalition, however, will not impair NEA's lobbying for the type of legislation called for by the Representative Assembly.

NEA supported gun control legislation that was before the House Judiciary Committee early last year, but the measure died in the last Congressional session. That limited gun control proposal was consistent with NEA Representative Assembly policy.

The National Rifle Association is credited with defeating this legislation and other handgun control measures in Congress. A *Washington* (D.C.) *Star* editorial last May spoke of NRA's influence:

"Despite polls showing that more than 70 percent of the public supports strong gun controls, the Congress consistently is taken in by the anti-control propaganda of the gun lobbyists, led by the National Rifle Association. The NRA recently lobbied to death a handgun control bill brought up in the House Judiciary Committee. Within the past few days, NRA has distributed misleading propaganda about a gun control ordinance proposed for the District of Columbia and urged its members to pressure the city council to kill it."

This kind of pressure was exemplified last August when NRA attacked the National Coalition To Ban Handguns in a nationwide direct-mail appeal. As a result of the NRA mailing, the coalition was deluged with responses, including some from NEA members. The coalition has responded to the inquiries of NEA members who have written concerning the NRA letter. There may be other NEA members, however, who desire specifics on our position.

Limits of NEA Position

NEA's current position on handgun control does not go beyond the control of handguns. NEA's position does not apply to rifles and shotguns used by hunters and other sportsmen; to weapons used by police, military personnel, or security guards in the performance of their duties; to antique dealers (provided weapons are made inoperable); or to pistol clubs where guns are kept under secure conditions.

People opposed to gun control legislation apparently think that the handgun control effort is aimed at the eventual confiscation of all guns, including rifles and shotguns. This is not true. Such guns are generally used legitimately by the estimated 20 million hunters and sportsmen and are rarely used in the commission of violent crime.

NEA continues to work within the mandate of the NEA Representative Assembly.

NEA Opposes Proposal To Add to Professors' Taxes

WASHINGTON, D.C.—NEA strongly opposes an Internal Revenue Service plan to start treating as taxable income the tuition remissions which many colleges offer their employees' spouses or children, an NEA spokesperson told IRS last month. Such tuition waivers have long been considered tax-exempt scholarships rather than employee compensation.

In testimony submitted to the commissioner of IRS prior to January public hearings, NEA called the proposed change "selective discrimination" that would single out one group—educators—while continuing to ignore similar "in-kind" benefits in several other professions, such as fee reductions or waivers for legal or medical services rendered by one lawyer or doctor to another.

The NEA testimony points out that the tuition proposal, while seriously increasing the financial burden of the individual faculty member and acting to discourage the pursuit of higher education, would generate a comparatively inconsequential amount of tax revenue. Even if every faculty member in the country eligible for a tuition waiver took advantage of it, and if the cash equivalent were taxed at the artificially high rate of 20 percent, the total tax yield would be about $4 million—a paltry sum in IRS terms—NEA noted.

First NEA Consumer Forum

Making Consumerism Work for Teachers

NEA President John Ryor discusses teachers' consumer power with Louisiana Congressperson Lindy C. Boggs. Ryor said the New Orleans forum marks NEA's commitment "to advocate not only for our members but also for those on the fringes of our economic system."

"A few teachers grumbling is just that, but 1.8 million speaking together is clout," pointed out consumer advocate Bess Myerson. She urged teachers to "win friends and influence allies" by sharing their expertise on consumer issues.

NEW ORLEANS, LA.—NEA's massive consumer strength of 1.8 million teachers and their families—about 5 million persons—should be brought to bear on everything from life insurance to book buying.

This was the keynote of NEA's first national teacher consumer forum held here January 7-9 and attended by some 200 people. The next forum will be held in San Francisco in 1979.

Consumer advocate and columnist Bess Myerson urged teachers to protect their economic gains by making wise purchases. "Teachers have struggled at the bargaining table and the picket line to resist second-class citizenship, but what do these gains mean if they're wiped out by ignorance of marketplace abuses?" she asked.

Special Services Director Arleigh Greenblat said that NEA and its state affiliates have been reorganizing for the past three years to offer a consumer force not seen before in this country. As of January 5, he said, 37 states have signed cooperative special service agreements with NEA, with all states targeted to unify consumer programming by this December.

Companies are beginning to realize what an impact NEA's endorsement can make, Greenblat said. Soon NEA will announce the lowest-cost term life insurance program in the country, along with reduced cost in-hospital insurance and tax deferred annuity programs.

Two consumer guides—on purchasing tax deferred annuities and disability income protection—were released at the conference.

Discussing how to simplify language in insurance and loan contracts are, left to right, Alan Siegel of a New York City consulting firm which translates gobbledygook into plain English, NEA Executive Committee member Vivian Bowser, and NEA Vice-President Willard McGuire.

Consumerism

"Unification has brought about a heightened aggregate purchasing power that is almost mind-boggling," but national, state and local organizations must work together to focus this enormous economic power, said NEA Secretary-Treasurer John McGarigal.

Over $337 Million

NEA Wins School Construction $$

WASHINGTON, D.C.—More than $337 million of $2 billion appropriated by Congress has been awarded to local schools for construction under the 1974 Public Works Employment Act. NEA lobbied successfully to override last summer's veto of the law by President Ford. The law also authorizes nearly $2 billion for public service jobs in areas suffering from high unemployment.

The override was only the beginning of a long NEA drive to get the construction money flowing. The Association fought for the actual appropriation and persuaded the Economic Development Administration to change its regulations to make schools eligible for funding (as Congress had intended). EDA was swamped with $24 billion worth of project applications, but NEA's state and local affiliates pushed hard for allocation of substantial amounts of the money for school construction.

FURTHER AID PROPOSED

Federal construction funds under the impact aid program are at least $750 million short of actual need, and the Public Works Employment Act is helping reduce that shortfall. NEA has proposed substantial additional money for impact aid for the current fiscal year in a supplemental appropriation to be considered shortly.

Among the nearly 2,000 approved projects are many for the construction or renovation of schools and related facilities. EDA reports that the largest grants include $7.5 million for building an elementary school in Newark, N.J.; $5 million for an addition to a junior high school in Detroit; $5 million for building a junior high school in San Diego; $5 million for a recreation center, theatre, and field house in Rockwood, Mich.; and $1.2 million for a continuing education facility in Cumberland, Md. Smaller grants include $696,000 for a vocational education shop in Drumright, Okla., and $186,500 for food service training facilities in Hughson, Calif.

BIG CITIES PROTEST

Although each state will get at least $10 million of the construction money, a number of larger cities have protested the amounts awarded thus far to small towns and rural areas. EDA said that although 70 percent of the funds must go to communities with jobless rates of 7.5 percent in the second quarter of 1976, other factors (such as the total number of unemployed, whether many jobs would be created, and whether projects would stimulate long-range economic development) were taken into account as the construction awards were made.

The construction funds are provided under Title I of the new law (PL 94-369). Funds for public sector jobs are under Title II, administered by the Treasury Department's Office of General Revenue Sharing. About $850 million of the fiscal year 1977 appropriation has been awarded to date, but the Treasury Department is unable to determine how much of the money is being used by state and local governments for hiring school personnel. Reports from states on use of funds will be received later in the year.

NEA has urged its affiliates to press state and local governments to earmark Title II funds for school districts to the fullest extent possible.

PUBLIC WORKS PROJECTS UNDER PUBLIC LAW 94-369

Grants Identified as Earmarked for School-Related Construction

Alaska	$ 1,322,000	North Dakota	$ 1,736,778
Alabama	6,108,304	Nebraska	4,633,284
Arkansas	3,364,911	New Hampshire	2,612,612
Arizona	2,644,682	New Jersey	9,313,586
California	75,201,865	New Mexico	2,943,288
Colorado	2,360,740	Nevada	—
Connecticut	—	New York	24,650,479
District of Columbia	—	Ohio	5,679,014
Delaware	2,304,700	Oklahoma	6,175,105
Florida	12,528,262	Oregon	9,198,069
Georgia	6,738,981	Pennsylvania	22,207,330
Hawaii	—	Puerto Rico	16,004,504
Iowa	2,394,998	Rhode Island	—
Idaho	1,267,425	South Carolina	3,141,992
Illinois	4,683,342	South Dakota	259,500
Indiana	1,945,081	Tennessee	—
Kansas	767,346	Texas	13,273,824
Kentucky	5,500,000	Utah	3,112,442
Louisiana	1,919,746	Virginia	2,813,522
Massachusetts	—	Vermont	2,114,055
Maryland	—	Washington	13,599,392
Maine	—	Wisconsin	8,546,020
Michigan	42,200,833	West Virginia	1,307,729
Minnesota	4,111,047	Wyoming	—
Missouri	3,077,162		
Mississippi	340,710	TOTAL EDUCATION	$ 337,785,477
Montana	1,500,000		
North Carolina	2,180,817	TOTAL PROJECTS	$1,956,338,437

Percent of Total for School-Related Construction—17.3%

International Award Named for Irvamae Applegate

WASHINGTON, D.C.—The Irvamae Applegate International Understanding Award will be presented for the first time at the NEA Annual Meeting this summer to a teacher who has furthered this goal.

The award honors the late Dr. Applegate, who served as 1966-67 NEA president. It will be given to a teacher who has proven to be outstanding in international understanding. The teacher need not be an American citizen, but should reflect the principles of NEA's international relations program.

The award will be two sculptured plaques, one to be permanently displayed and another given to the recipient. Five members of the NEA Board of Directors will screen the candidates.

Nomination forms are available from state associations, NEA Board members, and NEA's Office of International Relations. Nominations must be submitted by April 16.

U.S. Supreme Court Withdraws Review from Mississippi Teachers' Dismissals

WASHINGTON, D.C.—Last December 8 the U.S. Supreme Court decided not to review a case involving the firing of three public school teachers who sent their own children to white, segregated academies in Mississippi.

NEA had filed an *amicus curiae* (friend of the court) brief urging the Court to do just that: dismiss the writ of certiorari as improvidently granted.

Although the three teachers are not NEA members, NEA supported the teachers because the issues were potentially precedent setting. NEA feared that the Supreme Court might rule against the three teachers, thus jeopardizing the constitutional rights of all teachers.

NEA argued that the case was moot because the Court earlier in 1976 had declared that racially segregated white academies were unconstitutional. Furthermore, NEA feared that if the Court ruled on the case, it might undermine earlier decisions protecting teachers' constitutional rights, such as the presumption that a school board must make individual determinations of unfitness rather than set a general policy.

In 1968, the three teachers had enrolled their children in Calhoun Academy, sponsored by the local chapter of the White Citizens Council. The Calhoun County school board required teachers to put their own children into public schools to support the integration effort, and refused to renew the contracts of these three teachers.

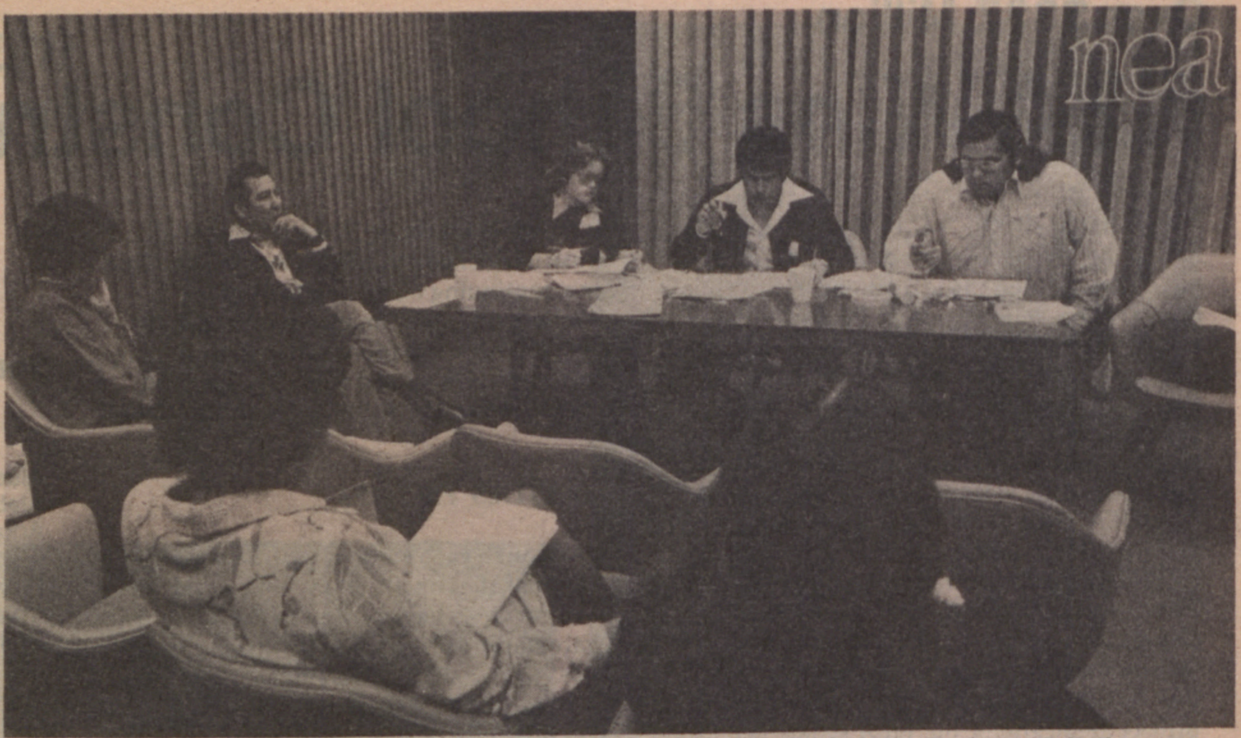
The district court said the board's policy was necessary to counteract white flight, and accepted testimony that students in desegregated classes were apt to feel rejected if the teachers' own children attended a racially segregated school.

The Fifth Circuit U.S. Court of Appeals upheld the district court two to one, on the grounds that a teacher's First Amendment right to send his or her children to a private school cannot be in defiance of a school board policy that is in the best interests of the school system.

Though the teachers were initially granted an appeal to the Supreme Court, the court in an unsigned order said it had erred in accepting the case for review.

The Court cited both its earlier decision prohibiting racially segregated schools and a Mississippi law, passed after the teachers' contracts were not renewed, which prohibits a state school board from denying a job to any person because his child does not attend that school system.

NEA
HUMAN
RIGHTS
REPORT
News of special concern
to NEA minorities
and women



The group attending the seminar at NEA Center felt strongly that Indian elders, who are seen as experts by the Indian community, should be allowed to teach and be compensated at a salary commensurate with their real talents.

First American Educators Say

Title IV Programs Just Scratch the Surface

NEA RESOLUTION ON AMERICAN INDIAN EDUCATION

The National Education Association recognizes that the complexity and diversity of needs of American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders, and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of efforts to extend Indian self-determination.

The Association recommends subsidization or free tuition for Indian students in state colleges and universities, extension of scholarships in graduate as well as undergraduate education, and Indian involvement in developing multicultural learning centers as higher education institutions.

WASHINGTON, D.C.—In 1972 Congress enacted legislation to provide supplemental funding for public schools serving substantial numbers of American Indian children. Commonly referred to as Title IV of the Indian Education Act, programs developed under this funding were designed to meet the special needs of Indian children enrolled in public schools.

In early December, a group of about 70 Native American teachers, project directors, and parent committee members from various states met at NEA Center here to assess current Title IV programs and to reach a consensus on future needs.

One of the most immediate needs cited by the group is continuing legislation. Current legislation expires July 1, 1978.

"We feel that although this legislation has been very important and very instrumental in assisting us thus far, it has only been in existence since 1972, and in terms of meeting the education needs of our children, we have just barely scratched the surface," said Lee Antell, division director of the Department of Indian Education at the U.S. Office of Education.

"We very much need this legislation to be continued beyond 1978, certainly for at least another five-year period," Antell said. "We don't feel it has been around long enough and funded at a level high enough to really have impact."

Other critical needs seen by the group included more First American teachers and administrators as role models.

"Indian children desperately need to have Indians in those positions," said Antell. "Non-Indian teachers and counselors tend not to be very effective because they come from an alien kind of environment and the Indian kids simply do not confide or relate to them."

Revision of certification requirements, a touchy subject among many educators, also was high on the list of priorities in the group discussions.

The group felt strongly, according to Antell, that Indian elders who are seen as experts by the Indian community should not only be allowed to teach in the classroom but should also be compensated and allowed to perform those duties at a salary commensurate with their real talents.

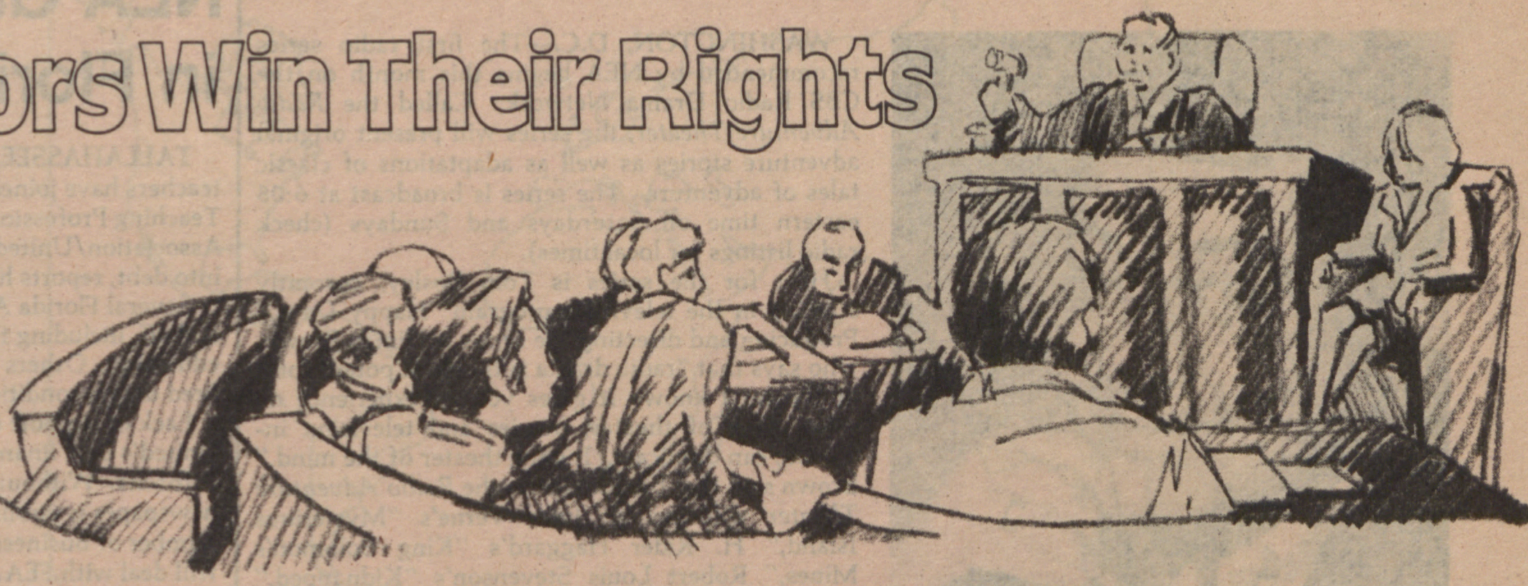
Lloyd Elm, an education specialist in the Office of Indian Education, and former chairman of NEA's First American Caucus and Task Force, emphasized the need for value clarification for Indian students attending public schools. "What many of our kids are learning in public school systems is in conflict with traditional value systems," said Elm.

"It is pretty hard to teach values if you haven't clarified them; so one of the things we have to do is develop programs that will result in value clarification," Elm continued. "There is nothing wrong with having a brand new automobile so you can get from one place to another, but that shouldn't be the most important thing in your life. The accumulation of material things shouldn't have a higher value than other things."

"What many of our kids are learning in public school systems is in conflict with traditional value systems," says Lloyd Elm, education specialist in the U.S. Office of Indian Education and former chairman of NEA's First American Caucus and Task Force.

"We desperately need Title IV legislation to be continued beyond 1978; certainly for another five-year period," says Lee Antell, division director of the Department of Indian Education at the U.S. Office of Education.

With Association Backing, Educators Win Their Rights



Waiver of Tenure Thrown Out

Maryland Professor Reinstated

BOWIE, MD.—A Maryland psychology professor whose contract was not renewed after four years has been ordered reinstated with tenure by Bowie State College. Ruth L. Sherman, backed by NEA's DuShane Fund, has won the first battle in her fight to regain her job, but the college is appealing.

When Sherman's contract was renewed for her second year, in 1972-73, she was told she would first have to waive her right to tenure before 1975. Under the impression that tenure took five years, and that therefore she wasn't giving up anything, Sherman signed the waiver.

"Apparently I was the only one who signed the waiver," Sherman told the REPORTER, "but I was told it was perfectly routine." Under the new contract, tenure took only three years.

After four years of teaching and counseling at the graduate level, Sherman's contract was not renewed. Though she asked both administrators and members of a faculty tenure committee, she received no explanation. Sherman has been unable to find a job teaching, in clinical psychology, or in government, and has not worked since 1974.

On October 5, 1976, Prince George's County Circuit Court Judge William B. Bowie ruled:

> "We are of the opinion that since the plaintiff completed her three years probationary period at Bowie State College, she became a tenured professor at the end of her third year. This is not obtaining tenure by default, but by contractual agreement."

Only the board of trustees had authority to change faculty members' probationary periods, but their only action was to ratify Sherman's "retirement" in September 1974, the court said.

Teacher Awarded Up To $50,000 in Free Speech Case

LONGVIEW, WASHINGTON—A high school teacher here whose contract was nonrenewed because of his activities on behalf of the American Civil Liberties Union has been reinstated with at least $50,000 in back pay.

NEA's DuShane Fund and the Washington Education Association supported Lawrence S. Wagle in his six-year fight. He was finally vindicated by the U.S. Court of Appeals for the Ninth Circuit.

Wagle, who worked for the Longview, Washington, school district from 1962, was terminated on 29 grounds in 1970. These included handing out materials to students that encouraged lack of respect for schools and that contained obscene language (Jerry Farber's "The Student as Nigger," handed out to one student at the youth's request), and for making public statements encouraging a lack of respect for authority.

In 1965, Wagle was elected chairperson of his local ACLU chapter, and in this role he criticized high school practices he said violated separation of church and state: the school's baccalaureate services, its requirement that award winners "be religious," and prayers offered at the honor society's annual banquet. In 1967 he expressed these views in a letter to a local paper, and was criticized by his principal. A year later he wrote the paper explaining the ACLU's position on marijuana penalties. Citizens circulated a petition to the board calling upon Wagle to restrain his public statements.

In April 1970, after eight years of teaching, Wagle was told his contract would not be renewed. The teacher convinced a jury in federal court that his free speech rights had been violated, but the judge reversed in favor of the board, saying Wagle had failed to exhaust his administrative remedies.

The Ninth Circuit court reinstated the jury's verdict, however, finding that Wagle's termination was "motivated by the public expression of his controversial views" and that his competence as a teacher was not challenged until a year after he took over leadership of the local ACLU.

The Ninth Circuit also denied the school board's request for a new trial, saying that the school board members could be held liable for damages as individuals without having the trial court decide whether the officials acted in bad faith.

Bad faith can be established if school officials deny they based their action on a teacher's public statements but the jury disbelieves them; the teacher doesn't have to prove that the officials deliberately set out to violate his rights, the court said.

Court Orders Black Coach Reinstated and Promoted

LINCOLN PARISH, LA.—A black high school coach who was effectively demoted to assistant coach when the school system in this parish (county) west of Monroe was desegregated in 1969 has been ordered reinstated by a federal district court.

Robert Smith, who served as head coach in all black Lincoln high school for ten years, though the school board never officially gave him that title, was transferred as a teacher and assistant football coach at the larger Ruston High School when Lincoln was closed. His salary increased from $7,900 to $8,300.

Smith was not offered the position of head coach, nor did he ask for it at the time. The white assistant coach was promoted to head coach in 1972 and at the end of the year another white man from outside the parish was hired to replace him. Smith then asked for the head coach job in 1973, resigning under protest when he didn't get it. Two years later Smith again asked for and was denied the position.

The U.S. District Court for the Western District of Louisiana found that Smith's transfer as a result of desegregation was indeed a demotion. Under legal rulings, faculty members must not be dismissed or demoted on racial grounds.

Demotion includes giving a teacher a job with less pay (not the case here), or where lesser skills are needed. If a teacher is transferred during desegregation, the school system is obligated to offer him or her the first vacant position for which the teacher is qualified.

Besides ordering the school system to offer Smith the head coach job, the court awarded minimal back pay of $4,345 and attorneys' fees of $3,000. The award would have been greater had Smith notified the school district *before* 1973 that he was interested in the head coach job, and had he not resigned in that year from his job as assistant coach. The court also took into account the school system's good faith efforts to assign all teachers displaced by school desegregation.

Smith was backed by NEA's DuShane Fund and the Louisiana Education Association.

Adventure Series for Young People

NEA Recommends Radio Series

Tom Bosley
Host of NEA-recommended radio series

WASHINGTON, D.C.—The first radio series recommended by NEA begins this month on the CBS Radio Drama Network. Called the *Radio Adventure Theater*, the series will present original adventure stories as well as adaptations of classic tales of adventure. The series is broadcast at 6:08 eastern time on Saturdays and Sundays (check radio listings for local times).

Host for the series is Tom Bosley, currently starring in the television program "Happy Days." Producing and directing the series is Himan Brown, who says that "radio drama is the most potent form of theater I know. It gives you an experience no other form of theater, movies and television included, can duplicate. It's the theater of the mind." Brown said that broadcasts on the *Radio Adventure Theater* will include Jules Verne's "Mysterious Island," H. Rider Haggard's "King Solomon's Mines," Robert Louis Stevenson's "Kidnapped," Alexander Dumas' "The Man in the Iron Mask," Herman Melville's "Moby Dick," Rudyard Kipling's "Captain Courageous," and the legendary "King Arthur and His Knights of the Round Table."

Afterschool TV Special Includes Birth Scene

NEW YORK CITY—The actual birth of a baby will be part of "My Mom's Having a Baby," a presentation of *ABC Afterschool Specials*, to be broadcast on Wednesday, February 16 (4:30-5:30 p.m. eastern time). The *ABC-TV Afterschool Specials* are recommended by NEA.

The February 16 broadcast is the result of two and a half years of development by the network to dramatize for young viewers the events leading up to birth. Film, animation, and videotape techniques are used to tell the story of a nine-year-old boy and his two friends who learn about the beginning of life from their friend, a real-life pediatrician, Dr. Lendon Smith.

Squire Rushnell, ABC vice-president of children's programs, calls "My Mom's Having a Baby" a show that is "consistent with the highest goals of the *ABC Afterschool Specials:* to provide young audiences with important information within an interesting and entertaining framework."

AFT Loses Members and Money

NEA Gains Ground in Florida

TALLAHASSEE, FLA.—While over 30,000 teachers have joined the two-year-old Florida Teaching Profession-NEA, AFT's Florida Education Association/United is losing members and falling into debt, reports here indicate.

Several Florida AFT staff members have been laid off, including the chief negotiator for higher education. Others have been told they may also be fired unless conditions improve.

Lack of support from national AFT, plus FEA/United's own financial problems have led to other cutbacks. Without announcement, the Florida AFT newspaper is publishing less frequently, and a number of businesses have announced that they will deal with FEA/United on a cash basis only.

NEA Backs Califano for HEW Post

WASHINGTON, D.C.—NEA has expressed satisfaction with President Jimmy Carter's announced plan to name Joseph Califano secretary of Health, Education, and Welfare. "We anticipate that Joseph Califano, Jr., will be a supporter of an increased federal commitment to education," said NEA Executive Director Terry Herndon.

Herndon, who was earlier consulted by Carter about Califano, said that "Califano has an outstanding knowledge of federal education programs since he helped develop the federal government's major education initiatives during the Johnson administration. He is an able program and policy planner. And he is known and respected by Congress," Herndon added.

INTERIM FINANCIAL REPORT TO NEA MEMBERS

John T. McGarigal
Secretary-Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
NOVEMBER 30, 1976

	GENERAL FUND	CAPITAL IMPROVEMENT FUND
ASSETS		
Cash	$ 464,053	$ 25,890
Accounts Receivable:		
Membership dues	21,861,721	
Publication sales and advertising	201,878	
Notes Receivable from Non-Governance Affiliates	159,000	
Note and Interest Receivable		354,958
Due from Governance and Non-Governance Affiliates and Other Organizations	189,904	
Due from Special Purpose Funds	749,662	
Investment, at cost:		
Marketable Securities	256,158	
Pooled Investment Fund	1,857,388	
Reston Property	944,394	
NEA related corporations	30,000	
Other assets	512,597	
Fixed assets, at cost:		
Land		1,753,777
Building		11,431,128
TOTAL ASSETS	$27,226,755	$13,565,753
LIABILITIES AND FUND BALANCES		
Accrued vacation and other benefits	$ 2,836,911	
Accounts payable and other liabilities	3,564,548	
Funds held for Governance and Non-Governance Affiliates and Other Organizations	355,504	
Funds held for Special Purposes	507,297	
Notes Payable	4,100,000	
TOTAL LIABILITIES	$11,364,260	
Fund Balances:		
General Reserve	$ 1,054,108	
Operating Reserve	14,808,387	
Capital Improvement Fund		$13,565,753
TOTAL FUND BALANCES	$15,862,495	13,565,753
TOTAL LIABILITIES AND FUND BALANCES	$27,226,755	$13,565,753

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES BY GOAL
FOR THE THREE MONTHS ENDED NOVEMBER 30, 1976

	ACTUAL	BUDGET
INCOME		
Membership dues	$17,198,737	$48,090,000
Advertising	269,388	500,000
Publication sales	53,413	400,000
Interest income	21,846	300,000
Fees and Services, Principally from Affiliates and Other Organizations	149,797	700,000
Miscellaneous	(5,285)	100,000
	$17,687,896	$50,090,000
EXPENDITURES		
Leadership in Solving Social Problems	$ 78,371	$ 413,115
An Independent, United Teaching Organization	1,316,999	5,519,788
Professional Excellence	1,423,994	4,980,884
Economic and Professional Security for all Educators	2,207,982	7,011,120
Significant Legislative Support for Public Education	440,931	2,657,114
Human and Civil Rights in Education	1,006,821	5,243,426
Communications	573,458	2,743,086
Research	268,777	1,209,274
Uniserv	3,521,884	9,598,457
Administrative Services	1,588,015	7,472,175
Governance	491,721	3,176,546
Miscellaneous	10,041	
	$12,928,994	$50,024,985
Excess of Income over Expenditures	$ 4,758,902	
Schedule of Expenses by Type		
Salaries and benefits	$ 3,610,224	
Joint projects with state and local associations	5,003,393	
Travel	1,051,520	
Publication costs	1,176,240	
Office expenses (telephone, office supplies, other)	514,609	
Administrative expenses (interest, insurance, rent, other)	88,510	
Outside services (legal, audit, consultants, other)	1,029,160	
Machine rental and repairs and materials and supplies	486,215	
Less recovery of costs	(30,877)	
TOTAL EXPENDITURES	$12,928,994	

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF SOURCES AND USES OF CASH
FOR THE THREE MONTHS ENDED NOVEMBER 30, 1976

SOURCES OF CASH		
Collection of Membership Dues Relating To:		
Fiscal Year 1976-77	$ 990,478	
Fiscal Years 1976 and Prior	5,485,306	
Notes Receivable	49,383	
Other Membership Receipts	18,338	$ 6,543,505
Publication Sales and Advertising		226,940
Proceeds from Matured Certificates of Deposit		2,000,000
Fees and Services, principally from Affiliates and Other Organizations		149,797
Excess of Receipts over Disbursements for Governance and Non-Governance Affiliates and Other Organizations		270,080
Interest		13,983
Proceeds from short-term borrowings		4,100,000
TOTAL SOURCES OF CASH		$13,304,305
USES OF CASH		
Cash Disbursements for Budgeted Expenses		$11,250,938
Excess of Disbursements over Receipts for Special Purpose Funds		786,712
Indemnification Payments to States and Locals for loss of Membership		994,021
Commissions and Production Charges for Advertising		54,230
Other		81,722
TOTAL USES OF CASH		$13,167,623
Net Increase in Cash for the Three Month Period		136,682
Cash Balance, August 31, 1976		327,371
Cash Balance, November 30, 1976		$ 464,053

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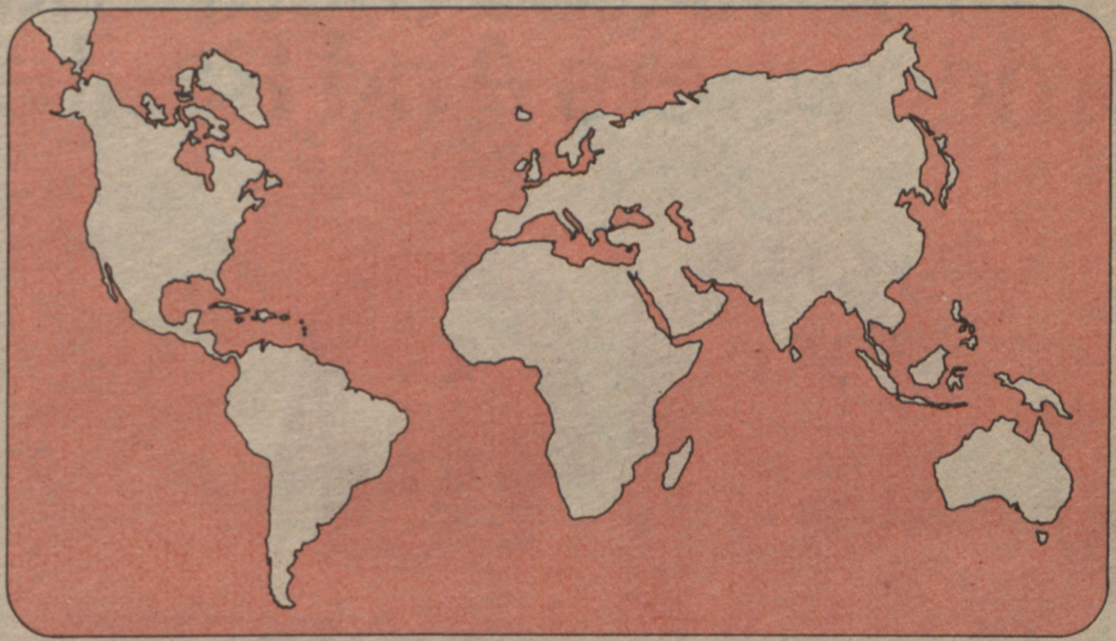

AFRICA
- Africa, World of Contrasts
- East African Safari
- Moroccan Holiday
- Charter to Egypt

ASIA
- High Adventure in Central Asia
- Journey in the Holy Lands
- Holy Lands/Eastern Mediterranean

EUROPE
- Swiss Caper
- London and Beyond
  - London and Paris
  - London and Spain's Costa del Sol
  - London and Lucerne
  - London and Rome
  - London and Budapest/Vienna
  - London and Dubrovnik
  - London and Athens/Aegean Cruise
- Grand European Adventure
- Romantic Road to the Alps
- Elizabethan England/Scotland
- Mediterranean/Jet Cruise
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NEA INTERNATIONAL INSTITUTES AT A GLANCE SUMMER 1977

Location	Code No.	Topic	Dates	Sponsoring Institutions	Credit	Cost
England	E-1	Educational Patterns and Services in Rural England	6/20-7/3	University of Pittsburgh San Jose State University	3 hrs	$555 plus airfare
	E-2	The Creative and Practical Arts in Education	6/20-7/3	University of Pittsburgh San Jose State University	3 hrs	$555 plus airfare
	E-3	Primary Education in England	7/4-7/22	University of Pittsburgh San Jose State University	3 hrs	$580 plus airfare
	E-4	The Arts in Education	7/4-7/22	University of Pittsburgh San Jose State University	3 hrs	$580 plus airfare
Greece	G-1	Classical Theater and Educational Thought	7/28-8/13	University of Pittsburgh San Jose State University	3 hrs	$660 plus airfare
U.S.S.R.	R-1	The Arts in the U.S.S.R.	7/5-7/24	University of Pittsburgh San Jose State University	3 hrs	$990 plus airfare
	R-2	Early Childhood Education	7/5-7/24	University of Pittsburgh San Jose State University	3 hrs	$990 plus airfare
	R-3	Contemporary Soviet Life	7/5-7/24	University of Pittsburgh San Jose State University	3 hrs	$990 plus airfare
Mexico	M-1	Art in Mexico	6/17-7/1	Indiana University	3 hrs	$475 plus airfare
	M-2	Education in Mexico	7/6-8/16	Indiana University University of the Americas	6 hrs	$1075 plus airfare
Japan/East Asia	J-1	Comparative Education in Japan	6/19-7/6	University of Hawaii	3 hrs	$1870
	J-2	Comparative Education in Japan and Korea	6/19-7/30	University of Hawaii	6 hrs	$2420
Mediterranean	S-1	Summer at Sea in the Mediterranean	6/18-7/20	University of Colorado	5 hrs	$1515-$1850
	S-2	Summer at Sea in the Mediterranean	7/19-8/21	University of Colorado	5 hrs	$1515-$1850

NEA INTERNATIONAL SABBATICAL INSTITUTES* 1977-79

Location	Code No.	Topic	Dates	Sponsoring Institution	Credit	Cost
England/ Western Europe	E/WE	Comparative Education and Society in England and Europe	9/12-12/10 1977	University of Pittsburgh	9-12 hrs	$3400
Mexico/Central America	M/CA	Comparative Education and Society in Mexico/ Central America	Fall, 1978	Indiana University	9 hrs	To be announced
U.S.S.R.	R/S	Comparative Education and Society in the U.S.S.R.	Fall, 1979	University of Pittsburgh	9 hrs	To be announced

* S-3 and S-4 Sea Institutes qualify for sabbatical programs.

NEA INTERNATIONAL SEA INSTITUTES 1977-78

Location	Code No.	Topic	Dates	Sponsoring Institution	Credit	Cost
Mediterranean Sea	S-1	Summer at Sea in the Mediterranean	6/18-7/20	University of Colorado	5 hrs	$1515-$1850
	S-2	Summer at Sea in the Mediterranean	7/19-8/21	University of Colorado	5 hrs	$1515-$1850
Africa	S-3	Emergent Africa	9/5-12/15 1978	University of Colorado	9-12 hrs	$4550-$4950
Around-the-World	S-4	Around-the-World	2/25-6/5 1979	University of Colorado	9-12 hrs	$4450-$4950

Note: All prices are approximate at this time and subject to change. Costs include accommodations (based on double occupancy), program, tuition and credit, all transportation (except airfare to and from foreign location), most meals, tours, etc. Some Institutes offer a variety of subtopics under the core course. Optional courses for additional credit are also available at extra cost. Single accommodations (where available) at additional cost.

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nea reporter

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24

VIRGINIA TEACHERS MARCH IN PROTEST

Concerned
Educators
Of
Fairfax Co.

Over 7,000 teachers and other public employees marched in Richmond to protest court action ending collective bargaining in the state and the governor's proposed cuts in education funding.

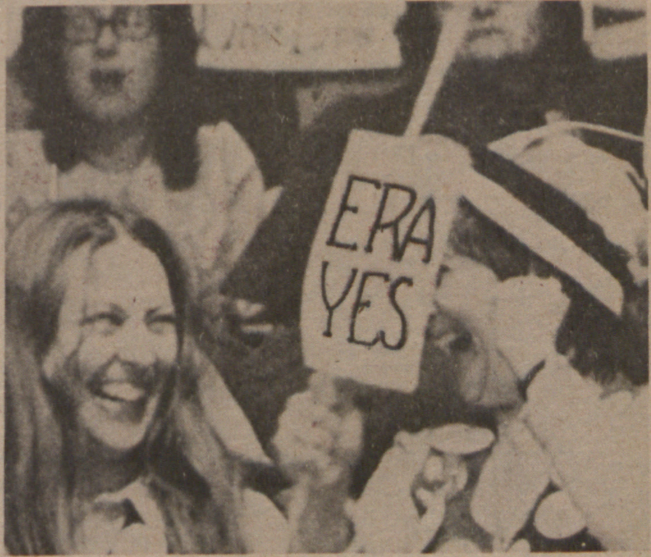
See page 2

BUFFALO TEACHER LEADER IN JAIL

Tom Pisa's story—a living illustration of why teachers everywhere need their rights protected by a federal collective bargaining law.

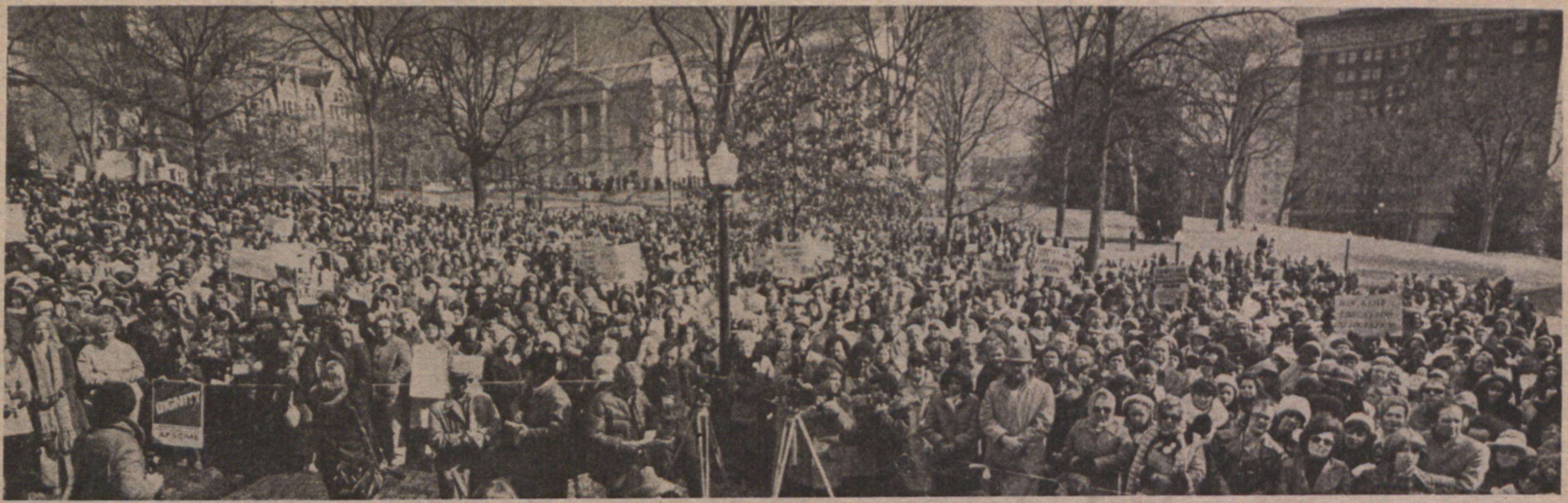
See page 4

TEACHERS PUSH FOR ERA



This is the crucial year for action if the Equal Rights Amendment is to become law. NEA teachers are in the battle against sexism.

See page 8



Virginia teachers and other public employees converge over 7,000 strong on state capital grounds in Richmond in the largest political demonstration by Virginia employees in the state's history. Some teachers rode the 140 buses up to 1,000 miles for 18-hour round-trip, others drove to reach the one-hour rally, which started late because so many demonstrators were still marching around the capital.

Protest Blows to Bargaining and School Funding

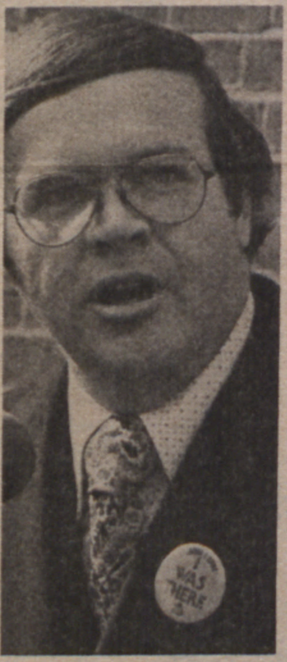
Virginia Teachers March on Capital

RICHMOND, VA.—Over 7,000 teachers and other public employees converged on this capital city on a grey, brisk Saturday afternoon February 5 to protest court action outlawing collective bargaining and the governor's proposed $80 million cut in education.

Members of the Virginia Education Association, the American Federation of State, County, and Municipal Employees, fire fighters, and other public employees objected to the Virginia supreme court's January 14 ruling which voided collective bargaining in the absence of specific legislation. Some 20,000 teachers and 10,000 other public employees under contract are affected.

Demonstrators urged legislators to pass a collective bargaining bill. Governor Mills Godwin has promised to veto such a bill,however, and the legislature has no way to override him. Teachers also lobbied their representatives to prevent the governor from cutting the state's education budget by 7½ percent and reducing sales taxes returned to local areas by 30 percent. Several speakers urged political action, in a year when most state offices are up for election.

VEA President Mary Hatwood attacked those who expect "our lives to revert back to how they were 30 years ago when public employees, especially teachers, were expected to stay out of politics, live in genteel poverty, and have no say about how we could teach better."



In trying to educate Virginia's governor and legislature to the importance of public employee bargaining and adequately funding public education, teachers "have taken on the difficult task of developing a slow learner," said NEA Executive Director Terry Herndon.

LEGISLATE COLLECTIVE BARGAINING NOW
Virginia Public Employees COUNCIL 30 AFSCME
SUPPORT FULL FUNDING

Seen through the fence surrounding capital grounds are AFSCME members joining teachers to protest the abolition of collective bargaining in Virginia. Many teachers and public employees have bargained for as long as 10 years. AFSCME Executive Director for Governmental Affairs William Welsh called for political action: "We must work for those who will remove our second-class status as public employees." Coalition of American Public Employees Executive Director Harvey Zorbaugh asked demonstrators to "resolve that Virginia will not be the last plantation. Let's destroy the plantation mentality!"

---

nea reporter

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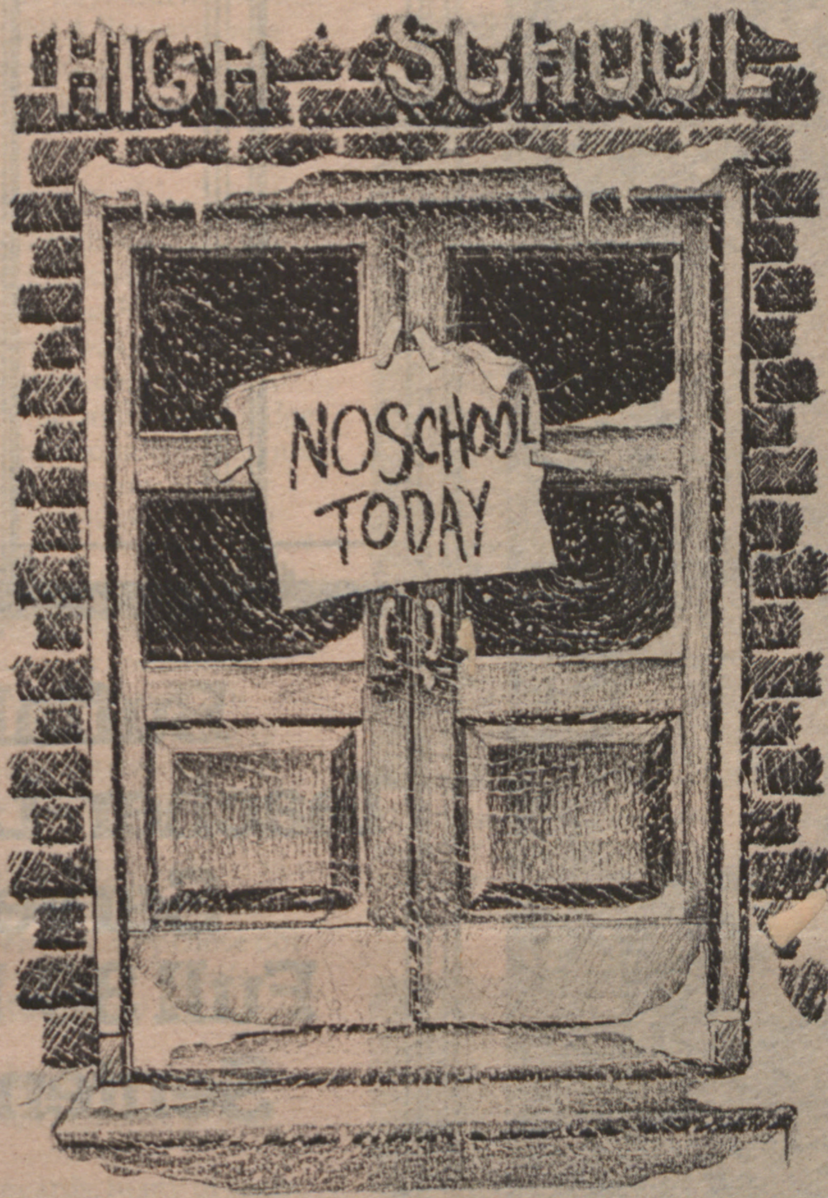
NEA and Affiliates Swing into Action

Harsh Winter Closes Schools



WASHINGTON, D.C.—NEA and its affiliates in the East, Midwest, and South leaped into action this winter to help members fight the harshest winter in recent memory.

The frigid winter of '77 brought fuel shortages and cut-offs that closed hundreds of school systems. NEA began immediately working with the White House, federal energy officials, and Capitol Hill to seek rulings and legislation to ease the problem.

The Association pointed out that the problem is twofold: Either schools can't get enough heating fuel or, more often, they can get it only at prices as much as double the normal cost. Because school budgets have already been set, schools have no place to turn for the extra fuel money. Further, NEA stressed, schools can't raise the price of their "products" as the business world can. And the fuel-cost problem comes on top of already crushing financial crises in some districts.

NEA called for federal legislation to put a ceiling on the prices schools may be charged for fuel. The Association also pressed for some kind of relief for schools as part of President Carter's proposals to ease interstate transfers of fuel.

OHIO HARDEST HIT

Among the states pounded by the fuel crisis were Pennsylvania, Tennessee, and Ohio. In Ohio—the hardest hit—more than 400 of the state's 600 school districts were closed more than the five days set aside for bad weather. The state cut the school calendar by another 15 days.

The Ohio Education Association revamped its entire program in the face of the winter crisis. An OEA official said that the association had but one priority: Helping teachers cope with the weather and its effects on education.

The Ohio association set up a telephone hot line to keep members and the public informed about the crisis. At one point the line was averaging over 300 calls a day. The association put together packages of brochures and pamphlets on home study and television study, and it began production of radio-TV spots to pass on school-related ideas.

In Pennsylvania, where the state association estimated that 39 percent of the school districts were "severely affected," PSEA stepped up its lobbying efforts to hold the line on proposed cuts in instructional programs and personnel.

Tennessee association officials estimated that 10 percent of that state's schools were shut down, and in Florida—where forced closing from the weather had been rare—the NEA affiliate made an appeal to the state education commissioner to not require make-up days for school time lost in the emergency. The Florida Teaching Profession-NEA also proposed special legislation to amend a state statute to allow local school districts to retain their state funds during the emergency closings.

Connecticut and Wisconsin teachers—perhaps more used to the cold—were on the picket lines during the worst period of weather. Teachers in Waterbury marched in snow, rain, and sleet to force settlement of a contract dispute, according to the Connecticut Education Association. Racine, Wisconsin, teachers were in their third week of a strike in the midst of the frigid weather. The walkout resulted from school board refusal to bargain working conditions. Affecting 1,500 teachers and 28,000 students, the strike brought out teachers in thermal underwear to huddle around charcoal grills on the picket lines.

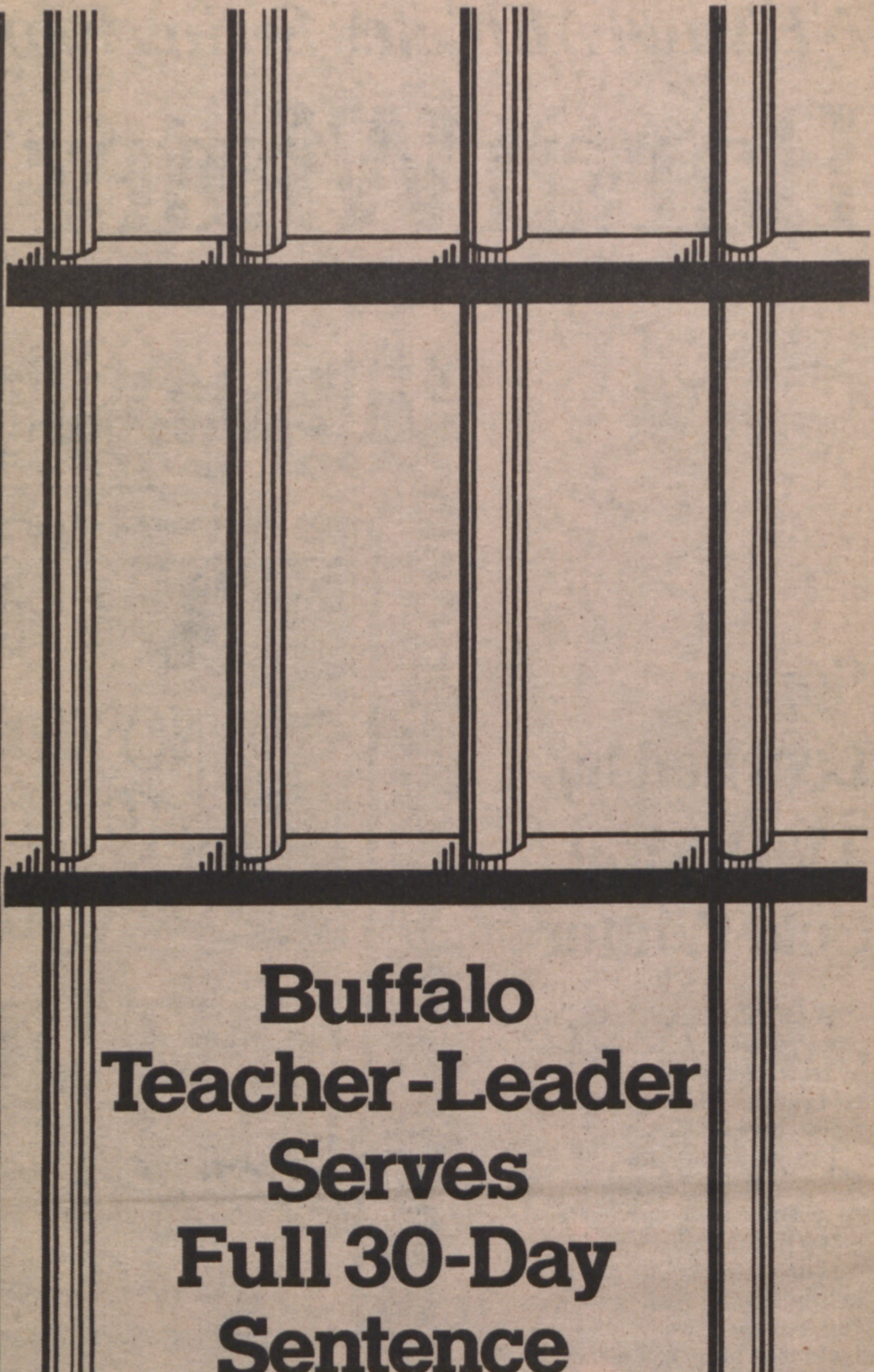
Some Learned by TV During Cold Winter

WASHINGTON, D.C.—Some pupils got their lessons by television this winter while cold and fuel shortages closed their school buildings.

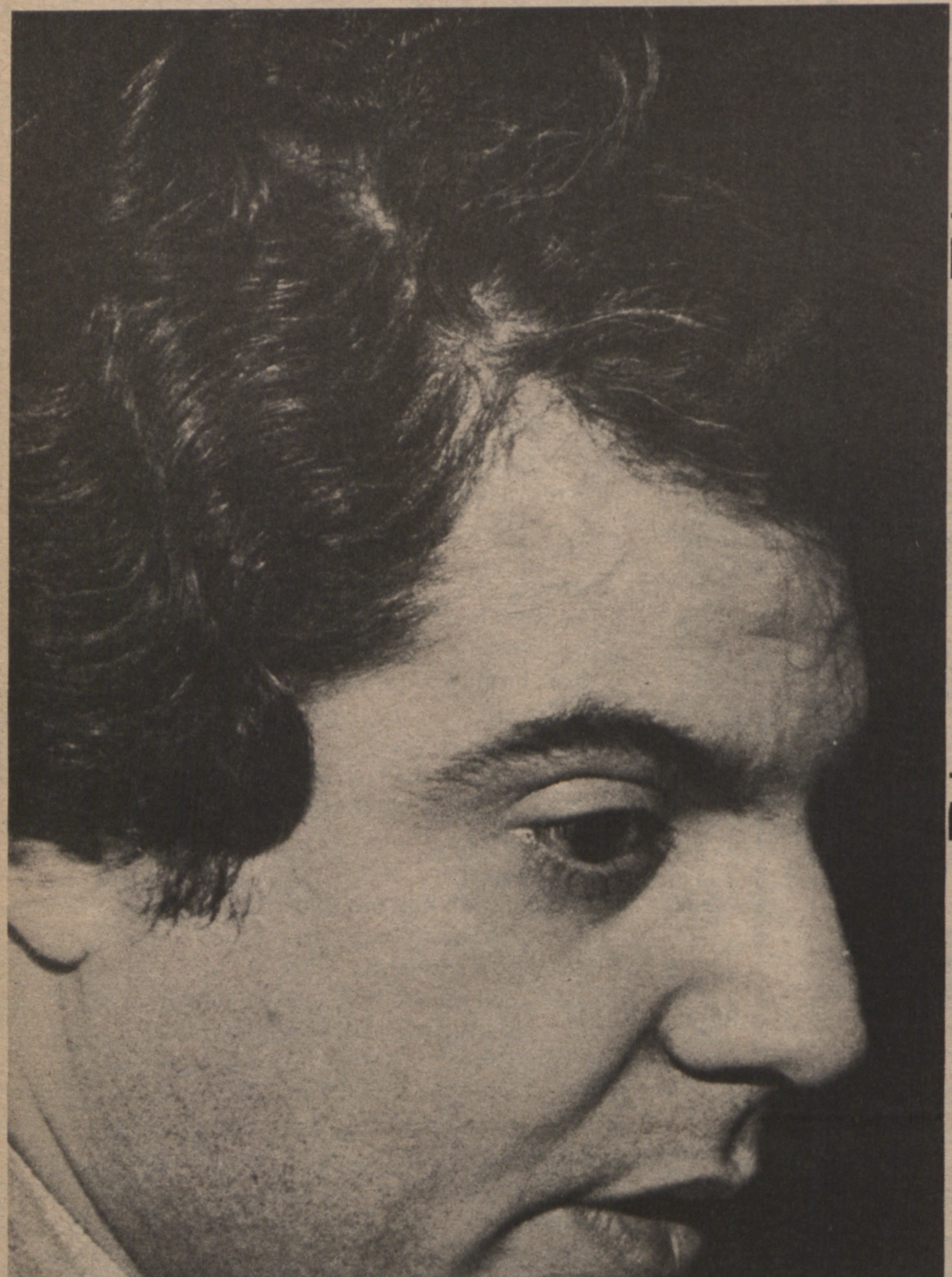
Late in January, the National Cable Television Association announced here that it had installed a cable cold line as part of a project to help school districts work with their local cable TV systems to bring emergency programming to students.

Local school districts—sometimes working with local education associations—made their own decisions on how much, if any, use they would make of the system. States involved in the cold line were Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, New York, Pennsylvania, New Jersey, Virginia, West Virginia, Kentucky, Ohio, Indiana, Illinois, Wisconsin, Minnesota, Michigan, Connecticut, Maryland, and Delaware.

At least one major school district—Columbus, Ohio—launched a major project to broadcast school lessons over the air. Radio and TV lessons were prepared and broadcast by teachers in Columbus beginning February 7. One major television station in Columbus aired four hours of lessons daily, Monday through Friday, from 7:30 a.m.



Buffalo Teacher-Leader Serves Full 30-Day Sentence



Feeling low but not beaten, Tom Pisa says he helps pass the time by doing crossword puzzles and by reading. One of the books he brought with him: "Creative Aggression."

BUFFALO—Outside the grim, icicle-laden Erie County penitentiary near here, teachers braved blizzard conditions and marched through knee-high snow for hours at a time to keep a faithful vigil for a colleague on the inside.

Their colleague, Tom Pisa, co-chairperson of the New York Educators Association and president of the Buffalo Teachers Federation, had been jailed for 30 days in January and February on a charge of contempt for leading a teachers' strike in September.

Pisa already had spent 13 long days and nights in a six-by-eight foot cell when the NEA Reporter was allowed to see him. He was dressed in standard prison attire—sweatshirt and khaki pants—and showed signs of anxiety.

"How are you feeling, Tom?"

"Right now a little down," he said. "I was told by the guard that it was probably somebody from the governor's office to tell me that my sentence was being commuted. I'm glad to see you, but . . ."

As it turned out, Pisa's sentence was not commuted. In imposing the jail sentence and $250 fine and an additional $50,000 fine on BTF, the judge ordered that "the sentence of imprisonment shall not be modified, altered, or diminished in any manner except by appropriate order or direction of a court having jurisdiction of the matter."

This order handed down by State Supreme Court Justice Gilbert H. King appeared to be aimed directly at Gov. Hugh L. Carey, who last year commuted 30-day terms given eight striking Orchard Park teachers for contempt to eight days. According to local press accounts, Justice King emphasized that he would resist any attempts by the governor to commute Pisa's sentence.

In an apparent effort to avoid a publicized confrontation between the executive and judicial branches of government, Governor Carey chose not to act on NYEA General Counsel Paul E. Klein's request for commutation. Consequently, Pisa served the full 30 days.

Asked how he was treated by the inmates and the guards, Pisa replied that their response to him had been positive.

"In conversations with the guards, many of them view my being here as being something for them too because they are also under the same law [Taylor law] as public employees," he said. "As far as the inmates are concerned, many of them feel good about the fact that the teachers' strike took place for the good of the kids. There are various reasons why they seem to enjoy having me here, but I've had no negative responses from anybody." He was quick to add, however, that he was treated like any other inmate, that he received no special treatment.

The Taylor law is New York State's watered-down version of a collective bargaining law which prohibits public employees from striking and imposes heavy penalties for those who do.

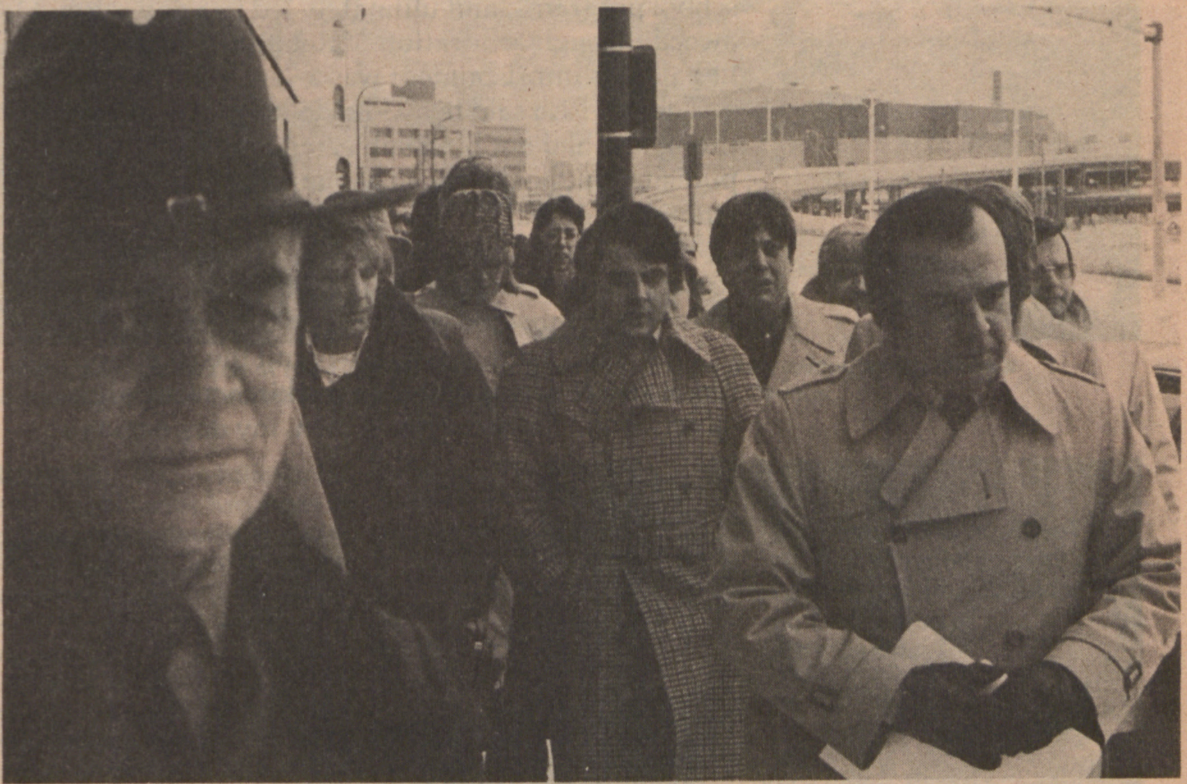
Pisa believes that his jailing and the controversy surrounding it will help NYEA's legislative fight to change the law and erase the inequities inherent in it.

For this reason, even as eager as he was to be set free, he would do it again. "There was no way to fight city hall other than to go on strike," he said.

"More and more people, including legislators and the general public, are expressing outrage at this whole thing," Pisa said. "Because of the publicity of the strike, the heavy penalties, and my jail sentence, people are getting a better understanding of the Taylor law and its implications for teachers and other public employees in New York State." He continued: "Many people have found it hard to comprehend that teachers would lose a second day's pay [teachers had to give up two days pay for

(Continued on next page)

NEA Resolution E 11 (Strikes), Paragraph 4: "The Association condemns the use of the *ex parte* injunction, the jailing of teachers, excessive bail, and fines in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued."



"Tom Pisa's crime is that he led a group of public school teachers who cared enough to put personal risk and cost second to their concern for public schools," said Ed Robisch, cochairperson of the New York Educators Association. Above, Pisa is escorted by friends to the Erie County Holding Center where he surrendered himself on January 13.

When Tom Pisa went to jail, NEA President John Ryor (left) was there to lend moral support.

(Continued from preceding page)

every day they were on strike], they find it hard to comprehend that it's illegal to strike, and in most instances they've expressed outrage over the fact that somebody would be jailed because of the strike. And so it has drawn a great deal of support from the community at large in terms of developing a very negative attitude towards the Taylor law."

In terms of whether the strike and the resulting penalties were worth it, Pisa said the resulting settlement saved 325 teachers' jobs, preserved 22 school programs, and ultimately led to a pay raise award through arbitration. "Relatively speaking," he said, his imprisonment was a "small price to pay."

Though Pisa said he would do it again, and even though he had not been subjected to cruel or unusual punishment, he described his imprisonment as an emotional ordeal:

"For the first seven days, I was literally confined to my cell for about 22 hours a day. I was let out only to eat three times a day for about 20 minutes each.

"After I got out of what they call the reception cell block area, I was assigned to the kitchen to polish silverware," he said. "Since then, my day begins at 4:30 a.m. I'm in the kitchen at about 4:40 a.m. until about 7 a.m. Then I go back to the cell block area. Now, when you're out of reception you don't have to remain in your cell all day long. But you must stay in the cell block which is a corridor about 150 feet long by nine feet wide. In that corridor there are a couple of metal bench tables where you can play cards, do some reading or writing, or there's a television set at the end of the corridor that you can watch. Then you have to be back in the mess hall at 9:45 for lunch and I'm there until a little after noon. Then I've got to be back in the mess hall again at 2:45 p.m. to get ready for dinner and I leave there to go back to the cell block around 6 p.m. and remain in the cell block until 4:30 wake-up the next morning. So that pretty much wraps up the day.

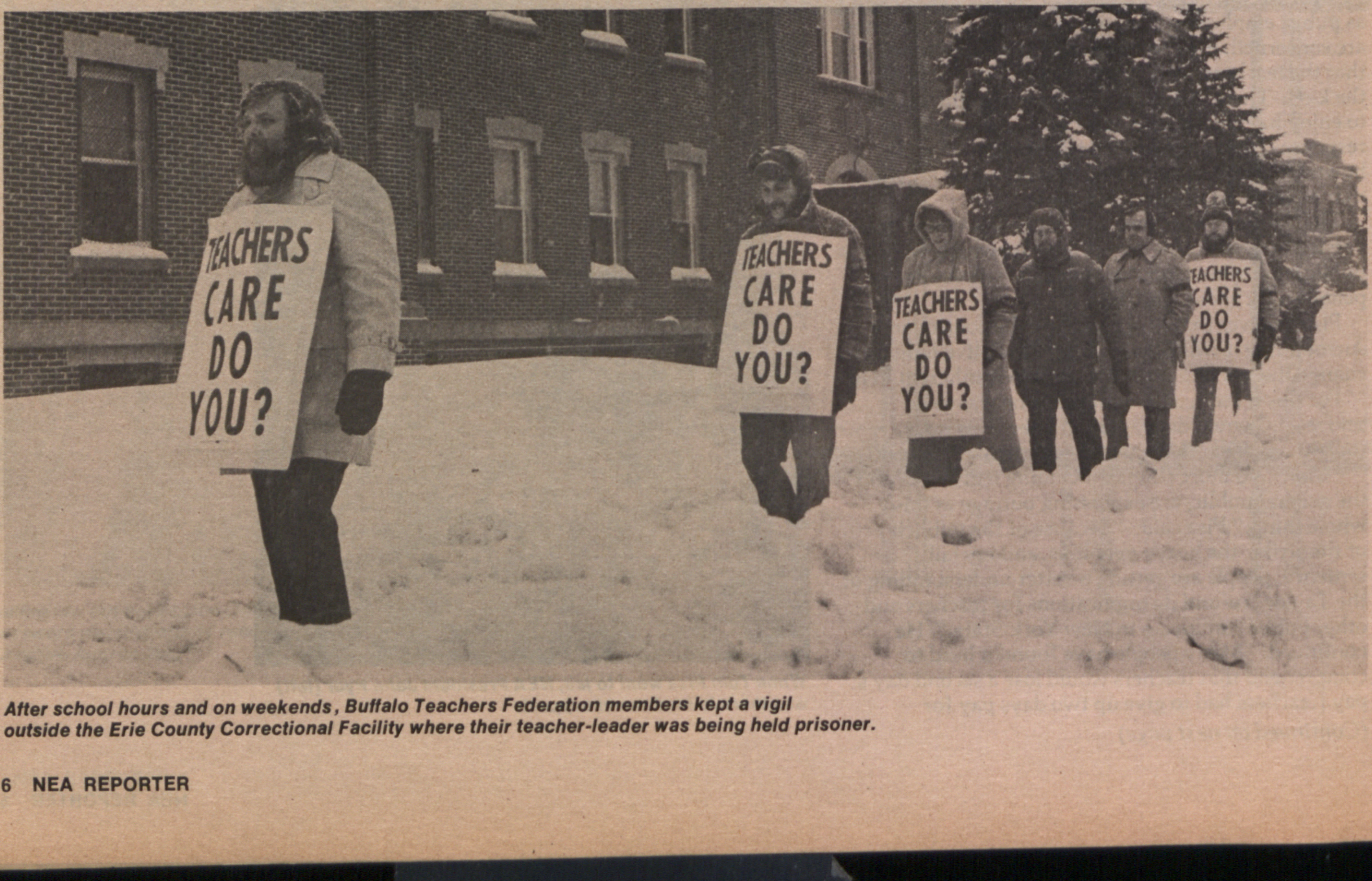
"It's not as bad as I thought it would be," he said. "I've been pretty surprised at how well I've been able to adapt, but those first seven days were absolute torture. When I was confined to my cell, which is outfitted only with a bed built into a wall, and a toilet, it was very difficult to read because the cell lacks not only a chair but there isn't any light in the cell itself, so I had to lean against the bars and read from the corridor lights."

Pisa said he is most bitter about the iniquities of the Taylor law. "If I were just 70 miles away in Pennsylvania it would not have been a crime for teachers to go on strike, because that state has no such prohibition on public employee strikes."

Asked what the first thing he was going to do when he was released, the 35-year-old bachelor smiled and said, "Well, it depends on what time of the day it is. If it's early in the day I'll probably go home and take a shower, change my clothes, go visit my parents and some friends. If it is at night, I'll probably do the same thing but do it much more quickly and go have a few drinks."

E COUNTY
DING CENTER

Tom Pisa, BTF president, says goodbye to friends as he surrenders himself to authorities on January 13.


TEACHERS CARE DO YOU?
TEACHERS CARE DO YOU?
TEACHERS CARE DO YOU?
TEACHERS CARE DO YOU?

After school hours and on weekends, Buffalo Teachers Federation members kept a vigil outside the Erie County Correctional Facility where their teacher-leader was being held prisoner.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Minority Affairs Committee Influence Felt Throughout NEA

Consuelo Nieto, cochairperson of the Minority Affairs Committee (center with raised hand) leads a committee meeting at NEA Center. She is also chairperson of the Chicano Caucus.

WASHINGTON, D.C.—Following the phasing out of the NEA task forces two years ago, a meeting was called of the four minority caucus chairpersons to establish a vehicle to allow for continued minority input into the Association.

As a result, the Minority Affairs Committee (MAC) was formed to study and recommend to the NEA Board of Directors appropriate methods for continuing minority input into the Association.

MAC was authorized as a Special Committee by the Board of Directors in July 1975 to serve for a two-year period; it consists of 16 members, four each from four ethnic-minority groups (Asian, Black, Chicano, and First American).

For example, during 1975-76 the committee made policy recommendations regarding the implementation of the NEA Constitution and Bylaws, the 1976 NEA program budget, and several program activities. All its recommendations have been acted on by the Board of Directors and Executive Committee.

The committee is currently monitoring NEA programs and services in order to make recommendations to the Board of Directors regarding appropriate means and methods for continuing minority input into the Association.

Other actions by the committee include the following:

- Established liaisons with the NEA Executive Committee and Board of Directors; Credentials Committee, Committee on Constitution, Bylaws, and Rules; Committee on Legislative Matters; Resolutions Committee, Budget Committee, and Review Board.
- Reviewed the proposed *Guidelines for Delegate Allocations and Delegate Elections for the NEA Representative Assembly,* and made a recommendation to the NEA Board and Executive Committee on revision of the proposed guidelines.
- Reviewed the proposed amendments to the NEA Constitution and Bylaws.
- Reviewed and agreed to support the First American proposal concerning the educational needs of First Americans.
- Made a presentation to the NEA Committee on Program and Budget concerning funding in areas dealing with ethnic-minority concerns.
- Received input from staff on affirmative action in UniServ hiring practices, the Migrant Project, and the process of submitting resolutions.
- Reviewed available statewide election plans regarding compliance to Bylaw 3-1 (g).

Paul Tanaka, Minority Affairs Committee member and chairperson of the Asian and Pacific Islanders Caucus expresses his concerns at a committee meeting. At his right is Pat Brown, chairperson of the Black Caucus.

COMMITTEE ON MINORITY AFFAIRS

Patricia Isom, Chairperson, First American Caucus school social worker, 4408 Manitou, Okemos, Mich. 48864, Cochairperson

Consulelo Nieto, Chairperson, Chicano Caucus classroom teacher (higher education), 1848 Burnell Dr., Los Angeles, Calif. 90065, Cochairperson

Rosalinda H. Ancheta, classroom teacher (elem.), 5633 Fairbanks Dr., El Paso, Texas 79924

Patricia Ann Brown, Chairperson, Black Caucus classroom teacher (elem.), 5630 N. Meridian, Apt. 23, Indianapolis, Ind. 46208, Cochairperson

Lillie C. L. Carswell, administrator, 11403 Panay, Houston, Texas 77048

Guillermo Castanon, classroom teacher, 1007 13th St., Bay City, Mich. 43706.

Shirley F. Coffee, classroom teacher (sec.), art, 633 W. 34th St., Norfolk, Va. 23501

Carl Downing, classroom teacher (higher education), 3041 Drakestone, Oklahoma City, Okla. 73102

James E. Esquibel, classroom teacher (elem.), 914 E. 10th Ave., Denver, Colo. 80218

Thaddeus Lau, classroom teacher (sec.), mathematics and chemistry, 1452 Edgewater, Flint, Mich. 48507

Richard D. Lindsey, classroom teacher (sec.), vocational education, 761 S. Valley Ave., Vineland, N.J. 08360

Billie Nave Masters, classroom teacher (sec.), reading, 13561 Farmington Rd., Tustin, Calif. 92608

Sparlin W. Norwood, director of Indian education, Bartlesville (Okla.) Public Schools, 308 S. Wyandotte, Apt. 2, Bartlesville, Okla. 74003

Paul Tanaka, Chairperson, Asian and Pacific Islander Caucus, classroom teacher (sec.), mathematics, 415 N. "Eye" St., #201, Tacoma, Wash. 98403

Tony Vasquez, classroom teacher, 2645 S. Christiana Ave., Chicago, Ill. 60623

Danny See Chin Wong, classroom teacher (sec.), mathematics, 1736 Wensley Ave., El Centro, Calif. 92243

NEA Women Trained To Assume Leadership Roles

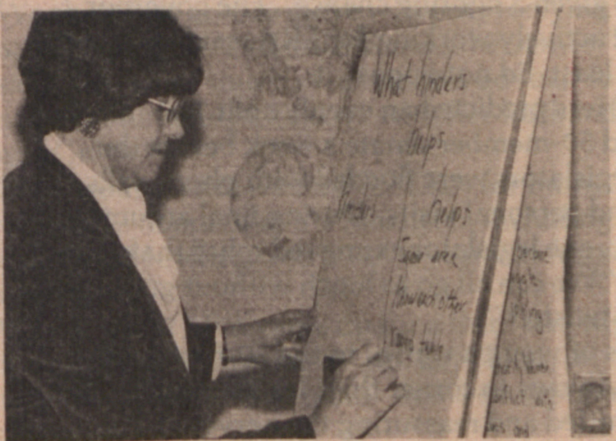
WASHINGTON, D.C.—Multiethnic cadres of women from 13 states have just completed two Women's Leadership Training sessions through NEA's Leadership Development Academy to prepare them to assist the estimated 1.3 million women members of NEA achieve goals of equal opportunity.

The newly trained women from Alaska, Arizona, California, Florida, Illinois, Iowa, Kansas, Maine, Massachusetts, New Jersey, Ohio, Virginia, and Wisconsin are committed to training 100 additional women from their respective states by August 31, 1977, in communications, decision making, organizational skills, and action planning.

NEA's Leadership Development Academy training package, aimed at the women who are potential local, state, and national leaders within the United Teaching Profession, originated in the NEA Women's Caucus. The Caucus was organized by a handful of women in 1973 and now numbers 2,000 members.

Approved for delivery by the 1976 NEA Representative Assembly, the package was developed and written by women, for women, and delivered by cadres of predominantly female members and staff.

It is characterized by Louise Jones, chairperson of the NEA Women's Caucus, as a "significant step forward in balancing some of the inequities we see in education, in teaching, and in our own local, state, and national associations."



Louise Jones, NEA Women's Caucus chairperson, delivers a segment of the leadership training package that was developed and written by women and for women.

Teachers for

ERA Ratified by Indiana

Happy ERA supporters celebrate victory in the galleries as the Indiana Senate votes 26 to 24 on January 18 to make Indiana the 35th state to ratify the Equal Rights Amendment. The Indiana house had previously ratified ERA, 54 to 45. Three more states are needed to make ERA the 27th Amendment to the U.S. Constitution.

TEXT OF EQUAL RIGHTS AMENDMENT

Section 1	Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.
Section 2	The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.
Section 3	This amendment shall take effect two years after the date of ratification.

INDIANAPOLIS, IND.—After previously rejecting the Equal Rights Amendment, Indiana on January 18 became the first state in over a year to ratify ERA. Only three more states are needed to make ERA the 27th Amendment to the U.S. Constitution.

Victory in Indiana came after years of intensive educational and lobbying efforts by ERA Indiana, a coalition of political, professional, labor, religious, and social organizations, including the Indiana State Teachers Association.

Twice before, in 1973 and 1975, ERA has passed the Indiana house only to falter in the senate. One of the major reasons for the turnabout was the defeat of several state senators who opposed ERA. "A year ago we adopted the motto that if you can't change the mind of the legislator, then you must change the legislator," explained Nancy Papas, ISTA director of political education.

With leaders in both houses promising support, ERA was given a fighting chance. The governor, while not actively working for ERA, said he favored it, and at least did not oppose it.

Supporters predicted an evenly split 100-member house and 50-member senate a week before the votes. Legislators were flooded with phone calls, letters, and personal visits. During final arguments in the house, one legislator expressed relief that after the vote, "We can all go to lunch without getting our arms twisted."

Groups of women waited in the 20-foot-wide marble hallways to corner their legislators, thanking the committed and reassuring the nervous. An undercurrent of lowered voices filled the halls, sounding like a crowded bar, lacking only the clink of glasses.

Equal Rights

"His wife is against ERA, he is for it. He ran on a pro-ERA platform; don't let him forget it. You'd better go hold so-and-so's hand for a while; he's a soft vote." So went the conversations.

When one representative received an anti-ERA phone call from a woman who claimed her local political club also opposed it, political director Papas quickly called friends in that county to get ERA advocates to reassure the wavering legislator.

CELEBRITIES APPEAR

Conservative whirlwind Phyllis Schafly of Alton, Illinois, led the opponents, while Judy Carter and Maureen Reagan spoke for ERA backers.

Both groups hosted luncheons for legislators, but at least one house member said his vote had been changed after he heard anti-ERA opponents misrepresenting the effects of ERA on social security.

Anti-ERA backers sponsored a television commercial showing a social security card being torn up, threatening married women that they will lose benefits if ERA passes—a statement that simply is not true.

Speaking at the Indianapolis Hilton a week before the Presidential inauguration, Judy Carter said her father-in-law Jimmy "very much supports ERA and he would love to have it passed in Indiana before he takes office next Thursday." Currently working on her M.A. in early childhood education, she is married to the President's eldest son Jack and is the mother of 17-month-old Jason.

Maureen Reagan handles an audience masterfully, as befits the daughter of Jane Wyman and Ronald Reagan. An actress who appears in television programs and commercials, Reagan appeared in Indiana last year supporting her father's Presidential candidacy. In fact, Ronald Reagan won the GOP primary here; Gerald Ford carried Indiana in November. Maureen appealed to conservatives to support ERA.

She scored labor laws which "protect women from lifting weights, about as heavy as a two-year-old child, which of course none of us ever pick up" (laughter).

As for unisex toilets, the great bugaboo haunting the minds of those who fear ERA, Reagan pointed out, "We already have them–on airplanes, in buses, at home—but one person at a time." Laws protecting privacy will guarantee that privacy in a state of undress, she said.

"We should be able to move without worrying about differing laws of domicile and inheritance," she said. "In some states a woman can be sued for desertion if she refuses to move with her husband to Fungus Gulch."

Thirty women who worked for ERA for more than 25 years were honored at the luncheon, including several retired teachers and a 91½-year-old former suffragette.

On January 12 ERA came up for a third reading and vote in the Indiana house. Six days later, on January 18, it passed the senate. Some excerpts from the debates:

Pro: "Passage will not work miracles, nor will it shatter the foundations of the Republic."

(Continued on next page)

ERA for the U.S.A.

Judy Carter (left) daughter-in-law of the Democratic President, and Maureen Reagan (right) daughter of the man who nearly succeeded in winning the Republican Presidential nomination, unite to urge passage of the Equal Rights Amendment in Indiana.

NEA RESOLUTION

A portion of NEA Resolution H-5, reaffirmed by Association delegates since 1972, reads:

> **"The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: 'Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.' The Association urges its affiliates to support ratification of the amendment."**

The 1976 NEA Representative Assembly also supported an ERA White House vigil last August 26, and forbade NEA to hold its annual conventions in states which have not ratified ERA.

Teachers for Equal Rights

(Continued from preceding page)

Con: "You were elected to represent your district—you can't concern yourself with the rest of the country, the rest of the world."

Pro: "I am an American citizen as well as a citizen of Indiana—this amendment is long overdue."

Con: "This follows the same trend of weakening the fabric of the family as liberalizing divorce laws and liquor laws."

Con: "ERA is dangerous and deceptive . . . it will wipe out the churches, homosexuals will file joint tax returns and adopt children; let's not slip a knife between the ribs of our wives and mothers."

Pro: "I have three daughters and one son. I want my daughters to have the same chance of getting credit and an equal paycheck, and yes, to be ministers if they want, as my son."

The electronic voting machine flashed red (no) and green (yes) like a Christmas tree. When everyone had voted, the tally was 54 to 45, with ERA passing the house. Six women representatives evenly split their votes, three for, three against.

SENATE VOTE

As victorious supporters filed from the house gallery, one woman, wearing her red-and-white "ERA is not the way" button, said stiffly to others wearing red-and-yellow "Support ERA" buttons, "We'll let you men go first, that's what you want."

The senate vote was even closer, 26 to 24. Rosalynn Carter phoned a wavering state senator at the request of Senator Birch Bayh (D-Ind.), adding to the tremendous pressure on state legislators generated by teachers and other ERA supporters.

NEA President John Ryor saluted the Indiana legislature for becoming the 35th state to pass ERA. "Teachers in Indiana and elsewhere have long supported ratification and have worked with other national groups, including ERAmerica, in seeking approval," he said.

Observing that all U.S. Presidents for the last 25 years have supported the equal rights amendment, and that both the Republican and Democratic parties have endorsed it, Ryor called for three more states to complete ratification.

"NEA will continue to give its vigorous support to ERA and work with millions of other Americans for its speedy adoption," he pledged.

ERAmerica cochair Liz Carpenter, formerly press secretary to Mrs. Lyndon Johnson, exclaimed, "Indiana has seen the light and we know this will show the way to lost souls in other state legislatures who have not acted.

"Being against equal rights is the same type of bigotry as being against civil rights. It is never easy to overcome bigotry, but 35 states have done it," Carpenter continued. "Let's not waste any more time getting three other states ratified. We must put women into the constitution from which we have been excluded for 200 years."

Co-chair Elly Peterson commented, "The Indiana ratification campaign was won by activating broad-based support for the issue. Thousands of men and women of both political parties, housewives, organization and club women, teachers, union members, farm women, and religious groups got together to push for victory."

What Are ERA's Chances?

Unratified

Thirty-five states have now ratified ERA, but three more votes are necessary (for a total of 38, the required three-fourths of the states). The 15 states which had not yet ratified ERA as of mid-February span the South, Midwest, and West:

- **Alabama**
- **Arizona**
- **Arkansas**
- **Florida**
- **Georgia**
- **Illinois**
- **Louisiana**
- **Mississippi**
- **Missouri**
- **Nevada**
- **North Carolina**
- **Oklahoma**
- **South Carolina**
- **Utah**
- **Virginia**

The Equal Rights Amendment has been around a long time. Written by Dr. Alice Paul, who is now 92 years old, it has been introduced in Congress annually since 1923, three years after women won the right to vote under the 19th Amendment.

Not until 1972, in the aftermath of civil rights activity and the growing women's liberation movement, did the Amendment pass both houses of Congress. The states have seven years to ratify the amendment, but ERA has set a record for slowness.

Three-fourths of the state legislatures (38) must ratify ERA by March 22, 1979, or it will die. With Indiana's approval in January, a total of 35 states have ratified ERA, but three more are needed. For some time, ratification efforts have been stalled. The last state to ratify before Indiana was North Dakota in March, 1975, two years ago.

Legislatures in Nebraska, Tennessee, and Idaho have voted to rescind their earlier ratification of ERA, though many legal authorities contend that approval of a constitutional amendment cannot be withdrawn. If only the minimum 38 states ratify ERA, opponents may challenge the results and the issue may end up in court.

THREE MORE NEEDED

ERA backers are pushing to get the needed three states this year, when all 15 of the remaining state legislatures will meet.

ERA has not fared well in either Mississippi or Virginia; but then, it was not expected to. A Mississippi senate committee refused to let the matter go to the full senate, as did the Virginia house of delegates. ERA failed in the Virginia senate by one vote, but had virtually no chance of getting through the house.

Rosalyn Baker, of NEA's Government Relations staff, and liaison with ERAmerica, said NEA is putting most of its efforts in states where victory is more likely.

These include North Carolina and Nevada, which, along with Indiana, received $15,000 from NEA through local and state associations to lobby for ERA. Backers are also looking at Missouri, Oklahoma, and Florida as possibilities.

NORTH CAROLINA

North Carolinians United for Equal Rights Amendment kicked off its campaign January 11. On February 9, the North Carolina house approved ERA 61 to 55, sending it on to the state senate. The North Carolina Association of Educators is one of the coalition's prime backers.

Former Governor Robert W. Scott and his wife, Jessie Rae Scott, are serving as co-chairs in the drive to pass the amendment. Opinion polls have indicated that a majority of North Carolinians support ERA, despite the fact that respected constitutional authority and former U.S. Senator Sam Ervin has long opposed it.

Liz Carpenter appeared in North Carolina last August, the month teachers joined the ERA coalition. Selling buttons sporting slogans like "Adam was a rough draft," and "We try harder and get paid less," teachers are mobilizing public opinion. Postcards and letters urging passage of ERA are being sent to legislators.

Nine billboards around Raleigh, the state capital, proclaim the state's license plate slogan, "North Carolina—First in Freedom," with this addition: "ERA-77."

Former teacher Betty Blumberg was one of several women honored by ERA Indiana luncheon for seeking ERA's ratification for over 25 years. A supporter of ERA for 43 years, the Terre Haute teacher was particularly incensed by sex discrimination when, as a widow, she had difficulty inheriting her own money, which had been invested by her husband.

ISTA member and State Representative Gregory Server of Evansville (left) discusses chances of ERA's passage in Indiana legislature with Maureen Reagan and Russell Lloyd (right), mayor of Evansville and co-chair of ERA Indiana. All three are Republicans, demonstrating the bipartisan nature of ERA supporters.

Ratification of ERA will mean the most "to women all over the country who are the sole supporters of their families, who have no time or money or other resources to fend for themselves," Judy Carter, daughter-in-law of the President, told Indiana state legislators and ERA supporters.

CTA-NEA Sweeps California Elections

The California Teachers Association is virtually wiping out the opposition as it gains thousands of members through voluntary recognition and through the ballot box.

In Los Angeles, the largest state local with 30,500 members in the bargaining unit, the United Teachers of Los Angeles (which represents both NEA and AFT teachers) soundly defeated the Professional Educators of Los Angeles by 12,882 to 3,755 votes.

Nearly two-thirds of the bargaining unit turned out to vote in Los Angeles; sixty percent of those supported UTLA. Nineteen percent supported PELA, and sixteen percent favored "no representation."

CTA-NEA has 11,032 members in Los Angeles' United Teaching Profession, while CFT-AFT Local 1021 had 3,833 listed in its 1975-76 report. PELA, which is loosely—very loosely—associated with the California Professional Educators Group—had 3,815 members in 1975, according to figures it submitted for a seat on the Los Angeles Certificated Employees Council.

San Diego Victory

In San Diego, the second largest school district in California and the ninth largest city in the United States, the CTA-NEA affiliate won a major victory on February 4.

The San Diego Teachers Association trounced the San Diego Federation of Teachers Local 370 by a vote of 3,436 to 1,467, a 66 percent vote of confidence for SDTA.

"The strong teacher support of SDTA should indicate to the school board that we speak as one voice for teachers in negotiating a collective bargaining agreement, covering salary and working conditions," said SDTA President Hugh Boyle.

More than 5,251 of the eligible 5,943 teachers voted, a turnout of 89 percent.

San Francisco

Despite winning most major cities, CTA-NEA lost in the smaller San Francisco unit on February 8. San Francisco/CTA was beaten by the AFT local 2,469 to 1,871.

Other Cities

CTA-NEA affiliates won the 2,286-member unit in Sacramento by 1,399 votes to CFT-AFT's 371 votes, a 77 percent endorsement for the association.

The Haywood Unified School District also gave CTA-NEA an enthusiastic victory, with over 60 percent supporting the association, 626 to 392.

Total Members

Most of CTA-NEA's members joined through voluntary recognition under California's Rodda Act, which calls for exclusive representation and collective bargaining. Under the former Winton Act, various groups had "proportional representation" on a committee, and could only "meet and confer" with the administration.

Some 585 units representing 103,566 persons selected CTA-NEA by voluntary recognition. Another 36,600 teachers are in districts involved in 71 elections. Total CTA-NEA units represented in the middle of February were 657 with 140,657 persons. In contrast, CFT-AFT represents 18 units with 13,831 teachers. Los Angeles is not included in these figures.

Who Are the "Professional Educators"?

Besides the traditional AFT opposition, NEA affiliates in California and elsewhere are facing challenges from a new group of "professional educators" who oppose collective bargaining with exclusive representation and agency shop.

So far in California, "professional" groups have participated in eight elections and won only one (not counting an election where a coalition with an independent teacher group won the 73-employee unit of Placer County). That was in the San Pasqual Elementary District in Imperial County, a 39-employee unit.

PELA—Organized To Undermine Progress

LOS ANGELES, CALIF.—"It's very, very clear that UTLA won," conceded John Harris, business manager of Professional Educators of Los Angeles, which claimed 19 percent of the January representation vote to UTLA's 65 percent victory.

PELA got on the ballot in the first place to prevent UTLA from becoming exclusive bargaining agent without a challenge, Harris said. "We asked people to vote for 'no representation' if they couldn't vote for PELA." Sixteen percent did, for a 35 percent "agin" vote.

Harris says it's not true that collective bargaining would have disappeared if PELA had received a majority. "We're in favor of a collective bargaining contract," he said, "but we do oppose exclusivity and agency shop."

If PELA had won, how would it have resolved the philosophical conflict of being the exclusive representative while opposing exclusive representation? Simple, said Harris. PELA would have joined UTLA in a committee to represent teachers, the same type of joint bargaining that took place under the now-abolished Winton Act. (That act's ineffectiveness helped persuade legislators to pass the education law effective last July which calls for exclusive representation).

In fact, Harris says, "It's pretty clear that UTLA represents the majority viewpoint. We'll support them as long as they're a responsible voice for what's good. That doesn't include exclusive representation or agency shop. It does include reducing class size and compensating athletic coaches for after-school duties."

PELA is not affiliated with either the California Professional Educators Group or the National Association of Professional Educators, Harris says, though "we do have a payroll deduction for those who want to join those groups and many of our members do share their point of view." Richard Mason, NAPE president and founder, is a member of PELA's board.

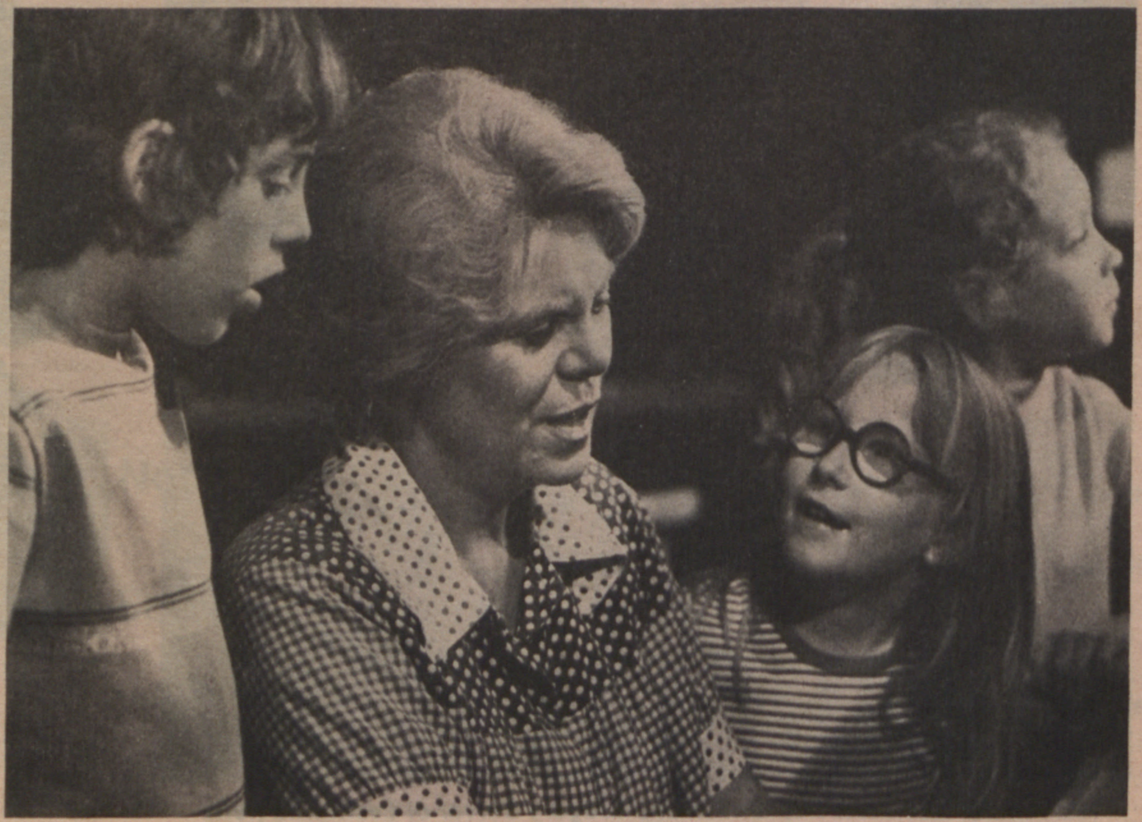
PELA's lack of formal affiliation "is part of our nonexclusivity policy," Harris joked.

$1.15 Million for Teacher Rights

NEA DuShane Fund Invests Record Sum

WASHINGTON, D.C.—NEA's DuShane Fund invested a record $1,153,446 last year to defend teachers whose rights were violated, fund officials reported here. A total of 511 cases were processed in courts throughout the country in 1975-76, they said.

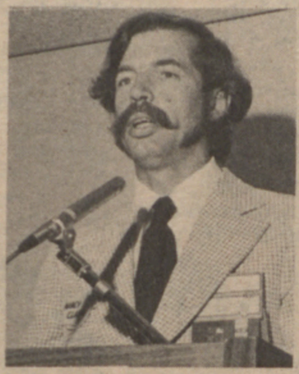
"In the past year, NEA and its affiliates have shown increasing effectiveness in their fight for improved education and economic security for educators through such activities as bargaining, political action, and instructional and consumer advocacy," said NEA President John Ryor. "But basic to the protection of our members has been our expanding defense effort, which ensures that teachers can perform the job of educating the nation's children without fear of attacks on their rights."



Rachel Roberts portrays an instructor with an instinctive ability to reach emotionally disturbed children in the NEA-recommended two-hour "A Circle of Children," to be broadcast Thursday, March 10, at 9 p.m. Eastern time on the CBS-TV network. Jane Alexander—who received an Emmy nomination for her portrayal of Eleanor Roosevelt in the TV production of "Eleanor and Franklin"—stars in this new contemporary film drama.

Council, Caucus Provide Identity for Higher Ed within NEA

James Davenport
Chairperson, NEA Higher Education Council



Philip Schuyler
Chairperson, Steering Committee, NEA Higher Education Caucus

The Council

NEA's Higher Education Council guarantees postsecondary members a formal channel through which to voice their priorities and concerns.

The council—10 representatives elected regionally, plus three officers and a minority representative elected at large—meets three times a year.

Through its nonvoting liaisons to the NEA Executive Committee, Board of Directors, and Committee on Program and Budget, the council gives higher education members direct representation at critical points where policy decisions are made. It also acts as an official advisory board to top leaders and staff in the formulation of NEA positions and programs.

Funded out of the NEA budget, the council sponsors national and regional higher ed leadership training conferences in such fields as organizing, bargaining, and affirmative action.

Chairing the council this year is James Davenport of Washtenaw Community College, Ann Arbor, Michigan.

The Caucus

The NEA Higher Education Caucus, like the minority and women's caucuses, is an independent political operation that receives no NEA funding. Comprising the Association's most active higher ed members, the caucus has played a key role at each Representative Assembly since 1972.

It was chiefly caucus efforts that secured adoption of a task force report at the 1974 Assembly creating the Higher Education Council. All council members are also caucus members.

The caucus's continuing aims are to increase the number of higher education delegates elected to the Representative Assembly, to ensure that NEA leaders chosen and policies adopted by that body are responsive to higher ed needs, and to increase year-round communication among NEA's campus affiliates.

Active membership in the Caucus this year stands at 125.

The caucus's 11-member steering committee is chaired by Philip Schuyler of Roger Williams College, Bristol, R.I.

Puerto Rico Affiliate Says Statehood Will Be Puerto Rican Decision

WASHINGTON, D.C.—On December 31, 1976, then President Gerald Ford stated he would submit legislation to Congress to give statehood to Puerto Rico.

That pronouncement has caused excitement and controversy. NEA's affiliate in Puerto Rico, the Asociacion de Maestros de Puerto Rico, forwarded a position statement to NEA regarding Ford's pronouncement and asked that NEA members and the media be advised of its position:

"For Congress to legislate in an unilateral manner to give Puerto Rico a determined political status is contrary to the principle of self-determination of the people, a principle Puerto Rico and the United States, in their fruitful political relationship, have respected through the years.

"There is almost total consensus in Puerto Rico that it be the Puerto Ricans who must express their preference as to their political status. During the last twenty-five years the collective expression of the Puerto Rican people has been in favor of Commonwealth status (Free Associated State). If in the future the collective expression should change, it would be the Puerto Ricans proper who would initiate measures to change their political status.

"We consider that the action of the Hon. Gerald Ford is a regression to the times when great powers thought and acted for and in the name of less-developed countries without considering their wishes," the NEA affiliate concluded.

ABC-TV Seeks Teacher Ideas on "Roots"

NEW YORK CITY—ABC-TV Vice-President Richard Connelly said last month that he was "grateful for the help" given by NEA and its state and local affiliates in making teachers aware of the "Roots" TV series. "Teachers were one of the largest segments of the viewing audience and many used the program in classroom work," Connelly said.

Eager to learn how teachers used the program, ABC-TV is encouraging teachers to write to "Roots," NEA Communications, 1201 16th St., N.W., Washington, DC 20036. Comments will be forwarded to ABC-TV here.

"Really very moving . . . very meaningful," was how author Alex Haley described NEA's endorsement of the television version of his novel to a recent Kansas-NEA convention in Wichita. Haley urged teachers to do more to instill a sense of history vital to the survival of cultures.

NEA Meetings Set

The following NEA official meetings have been scheduled through May 1977. All will be held at NEA Center in Washington, D.C.

Resolutions Committee, March 15-21
Committee on Program and Budget, March 27-28
Executive Committee, March 28-29
Executive Committee, May 3-4
Committee on Program and Budget, May 5
Board of Directors, May 6-8
Committee on Program and Budget, May 9 (tentative)

Charges Dropped Against Longtime Wyoming Teacher

WASHAKIE COUNTY, WYO.—A Wyoming elementary school teacher whose contract was dropped after several charges were brought against her has won reinstatement with back pay.. The school superintendent failed to follow school board policy in dismissing the teacher, ruled the court.

Marion Compton, a teacher on continuing contract and an active Wyoming Education Association member for 30 years, was accused of striking children, lacking organization, having discipline and grading problems, and being in poor health. The allegations were brought by a group of her pupils' parents—including the wife of a member of the board of trustees.

Compton asked for a hearing and got one, but the school board still terminated her contract at the end of the 1974-75 school year.

The Wyoming district court judge found that the superintendent failed to follow two school board policies: he failed to gain an impartial understanding of the conflict by arranging a conference between the teacher and the complaining parents, and he failed to observe her classroom or let her know if her performance fell below acceptable standards.

The court found that Compton had seldom struck students, and had stopped doing so. Her grading method did not represent a pattern, and her health was good. Backpay has not yet been fixed.

Her case was supported by the NEA DuShane Fund and the Wyoming Education Association.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Teacher Power

I was saddened to see the headline of the NEA Reporter December issue "Teacher power proves itself at the ballot box." I had always naively assumed that "teacher power" . . . resulted from dedicated service. I'm sorry to see the constant emphasis on better benefits rather than on better teachers, and I sincerely doubt that there's much of a relationship. It's really too bad to see a noble profession become so commercial!

W. B. Schoenbohm
Minneapolis, Minnesota

Contrary to the opinions expressed recently by some NEA members, we were proud of NEA's endorsement of the Carter-Mondale ticket.

Such NEA political involvement has been long overdue.

It is unfortunate that a few members still fail to realize that only by fully participating in the political process can teachers ever have any valid impact upon the very system which directly affects all aspects of our lives and jobs.

Sharol and Allen Stressmann
Sheboygan, Wisconsin

It seems to me that NEA is becoming more powerful but less professional. This is unfortunate.

NEA is getting too much like an industrial union, too strike-happy. Collective bargaining as a procedure is fine, if it is entered into in a spirit of working things out together, give and take. But collective bargaining to smash the other side is unionism of a low level. Why does the NEA Reporter glory in strikes, giving somewhat sensational human interest coverage, but never realizing that it is not likely that the school board is all wrong nor is likely that the teachers are entirely right.

Why do teachers strike? Greed, although NEA would not use such a harsh word. A wise procedure would be to negotiate while continuing to teach. Instead some teachers break their "contracts to teach" to greedily demand more money. If service to students means very much to teachers they would keep on teaching while negotiating.

Robert B. Wentworth
So. Braintree, Massachusetts

Funding Social Issues

I am 100 percent in favor of electing pro-education candidates to achieve the legislative objects which teachers desire. I am also in favor of providing funds to achieve this goal. However, I am 100 percent against funding such social issues as gun control, attempting to help Jim Thorpe get his medals back, giving the NAACP $50,000, etc. Those items are not the objectives of the rank and file NEA members. When the non-teachers benefit programs stop you will get my PAC money.

Joseph P. Sacchetti
Iron Mountain, Michigan

May I comment on Terry Herndon's recent statement in your paper regarding NEA's position on handgun control?

He proposes that handguns be limited to the police, military personnel, security guards, antique dealers (provided weapons are made inoperable), or pistol clubs where guns are kept under secure conditions. The inescapable fact is that there is no category of people you can safely entrust guns of any kind to other than that of ordinary law-abiding citizen. Just this last year two police officers shot each other in an argument over who was going to drive the patrol car, several security guards turned out to be working with the criminal element in robbing the homes and businesses they were hired to protect, and military personnel here as well as anywhere else in the country turn up in the local courts charged with various crimes. So far as antique dealers are concerned, a program which rendered antique firearms inoperable would render them insolvent, since any alteration to such a gun would decrease or permanently destroy the value of it, just as it does to any historical artifact whose parts are removed or altered. It is a mystery to me why such a thing should be suggested, since I have never heard of one of these weapons being used in a crime.

For the above reasons I do not approve the NEA proposal to lobby for gun control. This is a flagrant misuse of funds levied specifically to promote the welfare of teachers and education.

Grace C. Saunders
Houlton, Maine

Members' letters are welcome. Please address them to Editor, NEA Reporter, 1201 Sixteenth St., N.W., Washington, DC 20036.

Teacher Salaries

In the last few months the teamsters, rubber workers, and auto workers have received large pay raises. Industry has reacted with immediate price increases. This is the syndrome that has been going since World War II. It is the main reason for the spiraling cost of living and the increase in taxes. Now these same people who got the benefits from this phenomenon are yelling about the high taxes. It is bad enough for society to try to keep taxes down by putting the damper on teachers. But it is worse when our own ranks go along with it. There are those bleeding hearts among us that would have us feel guilty about the poor taxpayer when all we are trying to do is to keep up —and not doing a very good job at that.

The letter to your magazine from Lillian N. Van Woert is a case in point. Instead of being disappointed that the NEA desires more money for education she should note a few other things. One is that the government reported that the largest increase in fees last year was doctor's fees (not medical expenses—doctor's fees). She would do well to write to the A.M.A. and tell them how disappointed she is. Or maybe she could write to my oil man (who increased his prices 110 percent).

Frank Henry
Clymer, New York

I have been a reader of NEA periodicals for many years and I am one former administrator and local teachers' association activist who believes that your organization's involvement within our nation's power structure is essential.

After nearly 30 years in public education and more salary committee assignments than I want to remember, my only recommendation to negotiating pedagogues is to have at least one mathematics teacher among them.

Back in the 1950's when there was a "sellers' job market for teachers," our salary committees could just as easily have demanded a "freeze" on the dollar differences between hierarchical levels and indicated acceptance of whatever increases met the approval of their superiors. Had we been farsighted and arithmetically astute, we'd now have $30,000 superintendents, $25,000 principals, and $20,000 master teachers instead of $40,000 chief administrators, $30,000 unit directors, and $15,000 master teachers at maximum.

Will the $22,000 administrator work harder and more effectively than the "equitably rewarded" subordinate who received 100 percent less under the across-the-board increase?

Leonard C. Harlow
Colchester, Vermont

Copyright Law

Please send me 10 copies of the article on page 13 of the December NEA Reporter (Vol. 15, No. 10) titled [The Copyright Law] What It Says.

I wish to laminate them and place one copy in each SCEA Lounge Notebook for teachers to use in the future. The article is very clear and will I am sure be very helpful.

Bruce Nieuwenhuis
President,
Swartz Creek (Michigan)
Education Association

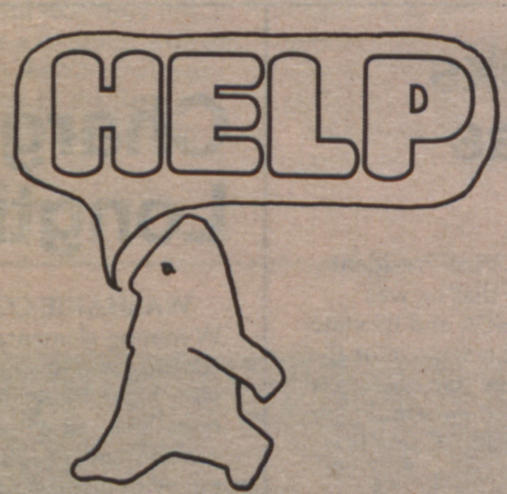
IRS Won't Tax Tuition Benefits

WASHINGTON, D.C.—The Internal Revenue Service has backed down on its plan to begin taxing tuition benefits offered to the families of many college employees, a possibility mentioned in the Reporter's January tax survey.

NEA and other education groups protested the move, particularly since IRS attempted to change a long-standing benefit through a regulation, rather than by Congressional debate.

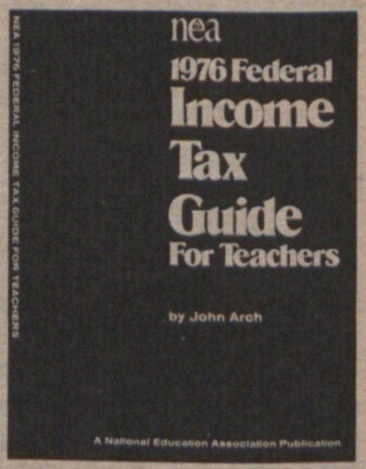
Some 27,000 dependents of faculty and other employees at over 800 colleges have received tuition waivers, which have traditionally been treated as tax-free scholarships rather than employee compensation.

NEA Offers



With Your Taxes

With the federal income tax filing deadline of April 15 coming up fast, NEA still has available its book especially designed to help educators file their tax forms.


NEA 1976 FEDERAL INCOME TAX GUIDE FOR TEACHERS

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by John Arch

A National Education Association Publication

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$775	Denver, Indianapolis, Memphis
$785	Birmingham, Detroit, Jackson (Miss.), Mobile
$795	Atlanta, Cleveland, Columbus (Ohio), Louisville, Nashville
$799	Charlotte, Jacksonville
$820	Buffalo, Charleston (S.C.), Columbia (S.C.)
$830	Baltimore, Harrisburg, Washington (D.C.)
$840	Philadelphia
$849	Albany, Hartford, Miami, New York
$859	Boston

TOUR CODES	DEPARTURE DATE**
PHL-1	June 28 - July 11, 1977
PHL-2	July 5 - July 18, 1977
PHL-3	July 12 - July 25, 1977
PHL-4	July 19 - Aug. 1, 1977
PHL-5	July 26 - Aug. 8, 1977
PHL-6	Aug. 2 - Aug. 15, 1977
PHL-7	Aug. 9 - Aug. 22, 1977
PHL-8	Aug. 16 - Aug. 29, 1977

*Based on GIT airfare

*Single Room Supplement: $220.00 additional

*Triple Room Reduction: $30.00 per person

*Child (2-11) Reduction: $230.00 per child

**Note: West Coast passengers will arrive home in P.M. of preceding day.

TRANSPORTATION

Round-trip air transportation via Northwest Orient Airlines 747 jet, and connecting carriers, where necessary, based on GIT airfare. Inter-island air transportation and transfers are included.

ACCOMMODATIONS

Superior hotels, superior rooms. Based on shared twin-bedded rooms.

- 3 nights at the Kaanapali Beach Hotel (on the beach), Maui
- 2 nights at the King Kamahameha Hotel (on the beach, Kona, Hawaii
- 4 nights at the Princess Kaiulani Hotel, New Tower Wing (half block from beach), Waikiki Beach, Honolulu, Oahu
- 3 nights at the Kauai Beach Boy Hotel (on the beach), Kauai

MEALS

Not included

ITINERARY

- Traditional flower lei greeting on arrival
- Honolulu City/Mt. Tantalus tour on Oahu
- Hilo/Volcano/Kona tour on Hawaii
- Iao Valley/Lahaina tour on Maui
- Wailua River Cruise on Kauai
- Services of local tour escorts
- Special orientation briefing
- Complimentary flight bag
- Porterage and tips for 2 pieces of luggage

A First for NEA Travel:

A CHARTER TO EGYPT

PRICE*	DEPARTURE GATE
$950 plus 10% tax and service	New York
TOUR CODE	**DEPARTURE DATE**
LPT	July 6 - 18, 1977

*Based on affinity charter airfare

*Single Supplement: $95, if available

*Transfers and porterage between airports and hotels

*English-speaking guides and NEA Tour Director throughout

TRANSPORTATION

Round-trip transportation via Trans International Airlines DC-8 jet, based on affinity charter airfare, with a capacity of 254 seats.

AIR/LAND COST BREAKDOWN: Land cost $540.72 including tax and service charges; airfare $504.28. Airfare subject to increase on a pro rata basis should the number of participants be fewer than 254. NEA membership of 6 months duration is required.

ACCOMMODATIONS

First-class, air-conditioned hotels with private bath, double occupancy.

MEALS

Continental breakfast in Cairo; Continental breakfast and dinner daily in Luxor and Alexandria.

ITINERARY

5 nights in Cairo — two full days sightseeing included. ½ day Egyptian Museum; ½ day Pyramids and Sphinx; ½ day Memphis/Sakkara; ½ day Citadel, Mosque, Churches and Bazaar. One full-day trip available at added cost to Suez Canal. **3 nights in Luxor** — full-day sightseeing included to visit Temples of Luxor and Karnak and the Valley of the Kings and Queens on the West Bank. Two full-day trips available at added cost to Abu Simbel and Dendera Abydos. **3 nights in Alexandria** — includes full-day trip to El-Alamein and ½ day to the Catacombs, Pompey's Pillar and Greco-Roman Museum.

South Pacific Highlights

This program was first offered in 1974 and has been repeated in 1975 and 1976 with continued success and support from National Education Association members.

Each group will travel to Australia for 7 nights, continue to New Zealand for 5 nights and then to Tahiti for 2 nights rest and relaxation. Each group will be limited to a membership of 40 persons and will be fully escorted.

PRICE*	DEPARTURE GATE
$1,298 plus 12% tax and service	Portland or San Francisco Los Angeles

TOUR CODES	DEPARTURE DATES
LPC-1	June 22 - July 1, 1977
LPC-2	June 29 - July 15, 1977
LPC-3	July 6 - July 22, 1977
LPC-4	July 13 - July 29, 1977
LPC-5	July 20 - Aug. 5, 1977
LPC-6	Aug. 3 - Aug. 19, 1977
LPC-7	Aug. 10 - Aug. 26, 1977

*Based on GIT airfare

*Single Supplement: $198.00

TRANSPORTATION

Round-trip air transportation by Air New Zealand, based on GIT airfare (IT6TE1AJ09).

ACCOMMODATIONS

First-class hotels with private facilities (based on twin occupancy):

- Sydney, the Hyatt Kingsgate (harbor view)
- Auckland, Intercontinental
- Rotorua, D. B. Hotel
- Tahiti, Tahiti TraveLodge

ITINERARY

- Get-acquainted dinner first night in Sydney
- Unlimited sightseeing pass in Sydney providing tours for every day of the stay, if you wish. Complete list furnished upon registration. Admission fees and lunch on full-day tours not included
- Auckland City Tour
- Waitomo Cave and Glow-Worm Grotto with lunch
- Rotorua-Maori Village, thermal areas, Rainbow Trout Springs
- Attend Maori dance performance
- Half-day Circle Island tour in Tahiti; flower lei greeting on arrival and shell lei on departure
- School visits in Australia and New Zealand
- Free day in Rotorua for independent activities
- Optional: Attend performance at Sydney Opera House. This is at tour member's own expense

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

PRICES INCLUDE: Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bedded room at hotels, airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; and certain taxes.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE: Porterage of one medium-sized suitcase per tour member is included in the price. Baggage allowance is 44 pounds on international, tourist and economy-class service.

ELIGIBILITY: *Affinity Charter Airfares* — Tours described as "based on affinity charter airfare" are based on use of chartered jets and NEA membership of at least six months duration as of date of departure, which is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA, except as described above, are ineligible.

ELIGIBILITY: *GIT Airfare Tours* — Tours with prices described as "based on GIT airfare" are based on use of the group inclusive tour, basing airfare which is available to 10 or more persons traveling together throughout the tour. GIT airfare tours are open to NEA members, their relatives and friends.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On affinity charter tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $25 fee, only if an eligible replacement is provided by the cancelling party. On GIT tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 35-61 days before departure unless a replacement is found; for cancellations received 15 days or less before departure, a $100 penalty per person will be assessed, with or without a substitute.

NEA SPONSORED CHARTER FLIGHTS

transportation only 1977

Charter Code	Depart	Return	Cities	Round-Trip Price
KPA-1	June 22	August 10	New York-London-New York	$346
KPK-2	July 2	July 26	New York-Paris-New York	326
KTI-3	July 10	July 31	Balt. Wash. Int. Apt-London-Balt. Wash. Int. Apt.	335
KTI-4	July 25	August 15	New York-London-New York	282
KTI-5	July 28	August 17	New York-Brussels-New York	301
KTI-6	August 2	August 23	New York-Amsterdam-New York	297

Airfares subject to increase on pro rata basis should the number of passengers be less than capacity of aircraft.

All NEA charter flights are costed on an affinity basis. The flight coded KPA is on Pan American World Airways Boeing 707 jet with a seat capacity of 180; the flight coded KPK is on Pakistan International Airlines Boeing 747 with a seat capacity of 370; the flights coded KTI are on Trans International Airlines DC-8 with a seat capacity of 254.

To be eligible you must have held NEA membership for at least six months prior to flight departure date, per Civil Aeronautics Board (CAB) regulations. Other eligible participants: spouse, dependent children and parents of the NEA member if they reside at the same home address. The prices quoted above include U.S. departure taxes — the foreign departure taxes will be added in the final invoice. Also included is an NEA administrative fee of $8.70.

On transportation only flights to Europe, full deposits, less $25 cancellation fee, will be refunded if cancellation is received 90 days or more prior to departure. If the cancellation is received less than 90 days but more than 30 days prior to departure and no replacement is found by the cancelling party(ies), the $125 deposit will be forfeited. For cancellations received less than 30 days prior to departure, full payment will be forfeited unless a replacement is found by the cancelling party(ies). A $25 cancellation fee per person will be held in all cases even if replacement is found.

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Make check payable to NEA Educational Travel.
There is a $25 per person cancellation fee on all reservations cancelled.

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departing on __________ *(date)* from __________ *(city)*

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Name __________
(Give names and addresses of additional persons on a separate sheet)

Address __________

City __________ State __________ Zip __________

Home Telephone __________ Business Telephone __________ Age __________

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The financial burden of an accident resulting in death or dismemberment shouldn't be added to your family's problems. That's one good reason to have AD&D (accidental death and dismemberment) insurance, available through your Association in cooperation with the Prudential Insurance Company of America. For $19 per year, you and each member of your family who is an eligible dependent can be covered 24 hours a day at home, on the job, or anywhere in the world, regardless of how old you are or how many eligible dependents are included for coverage.

How AD&D Helps to Protect Your Dependents.

AD&D insurance is available to all Unified Members and their eligible dependents without medical examination for enrollment.

If your spouse is not already insured as an NEA member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and stepchildren who are dependent on you for support) are eligible, provided they are between the ages of 2 weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are 2 weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as NEA members, only one of you may include your children as dependents. Spouse and children who are insured under this program as NEA members are not eligible for coverage as dependents.

Your dependents coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue coverage until they are no longer eligible.

New Revised AD&D Benefits.

In order to keep up with inflation, your Association and Prudential have revised the AD&D benefits, effective October 1, 1975. The benefit payable to a member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000—$130,000 plus $50,000.

BENEFITS WILL BE PAID AS FOLLOWS

IF COVERAGE SELECTED IS FOR:	Accident occuring while a passenger on a public conveyance:	Any other accident:
Member only	$130,000*	$30,000
Member and eligible spouse	100,000* 30,000	20,000 10,000
Member and each eligible child	100,000* 30,000	20,000 10,000
Member, spouse and each eligible child	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described above.

Losses Covered By AD&D.

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year**(90 days for persons age 70 or over**) of the covered accident. Benefits are payable to you if living; otherwise to any beneficiary you name.

Optional Disability Coverage for $4 a Year.

Unified Members under age 60 are eligible for Optional Disability Benefits at an additional contribution of $4 a year. A benefit of $500 per month will be paid if you sustain accidental injury which results within 30 days in total disability. The injury must occur while you are insured for this benefit and before you attain age 60. The benefit will be payable after the twenty-sixth consecutive week of total disability.

Benefits are payable while you remain totally disabled, up to 10 years, or until attainment of age 65, whichever comes first.

To be considered totally disabled you must, as a result of the disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential from time to time as required.

Benefits are paid regardless of any coverage(s) you may have.

Exclusions:

Optional Disability Benefits are not paid until after the twenty-sixth consecutive week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.**

The program does not cover losses, or disability where applicable, resulting from: suicide, attempted suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the military service, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, it is being used for test or experimental purposes.

** Time limitations not applicable in Pennsylvania.

How to Enroll in the AD&D Insurance Program.

Fill out and mail the coupon below and return with your first annual contribution of $19 (or $23 if you elect to enroll for the Optional Disability Benefit).

Your insurance will become effective on receipt of your initial annual contribution and acceptance of your enrollment form by Prudential.

Underwritten by:
Prudential
The Prudential insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED LOCAL STATE NATIONAL
SPECIAL SERVICES

NEA ...We're listening.

ORD 70075 Policy Form SERIAL U

Accidental Death & Dismemberment Program, P.O. Box 434, Fort Washington, Pa. 19034 R3-77

Statements By Member To Be Insured (Please print all answers)

NAME ______________________________
Last First Middle Initial

DATE OF BIRTH: ______________________
Mo. Day Year

RESIDENCE ______________________________
Street

____
City State Zip Code

BENEFICIARY AND RELATIONSHIP ______________________________
(example: Mary A. Doe, NOT Mrs. John Doe)

____
First Name Middle Initial Last Name Relationship

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:
☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60.
☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED: (please check one)
☐ Member only
☐ Member and each eligible child
☐ Member and spouse
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by the Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______________________, 19____

SIGNATURE OF MEMBER ______________________

Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

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nea reporter

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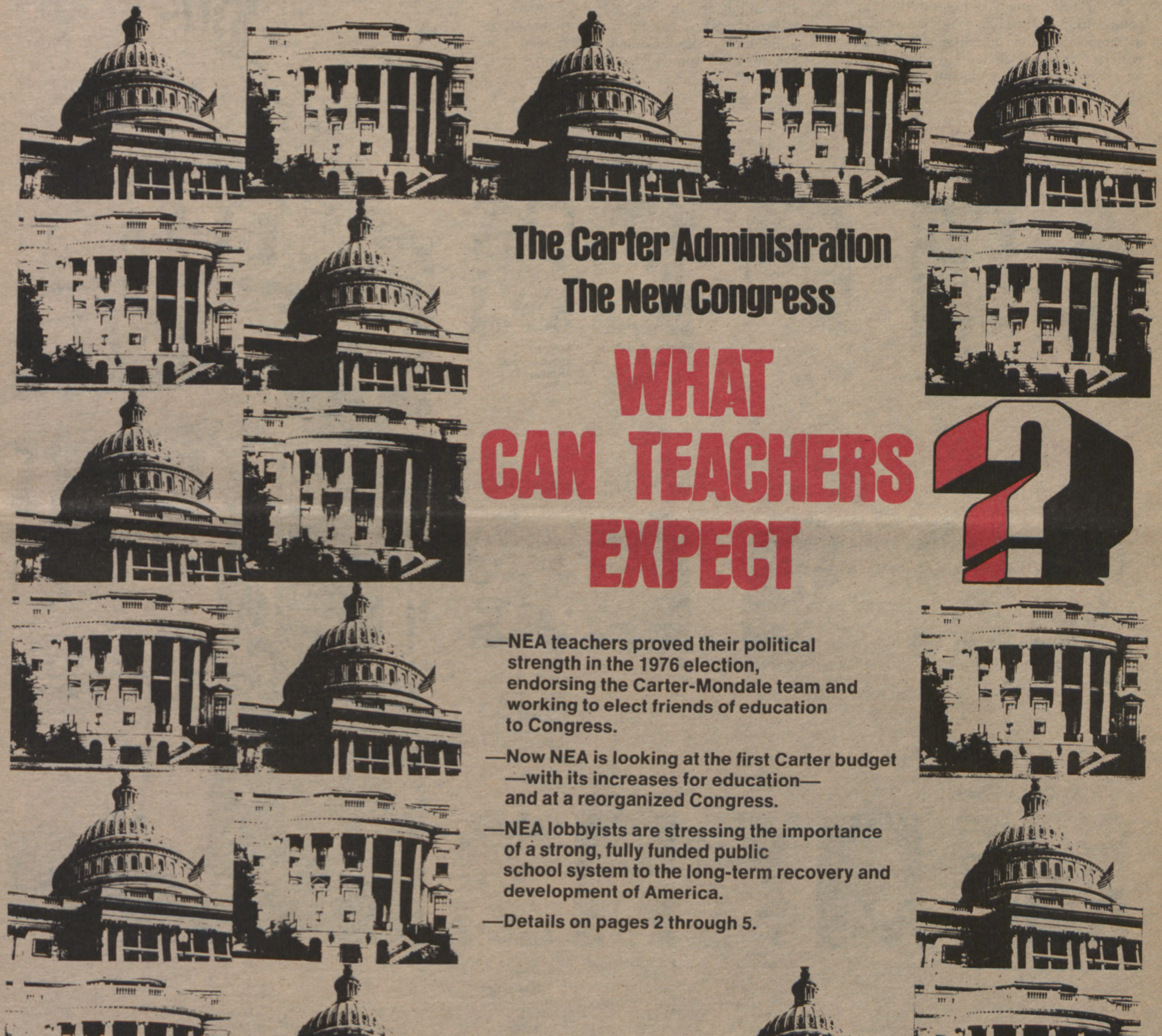
Washington, D.C.



The Carter Administration
The New Congress

WHAT CAN TEACHERS EXPECT?

—NEA teachers proved their political strength in the 1976 election, endorsing the Carter-Mondale team and working to elect friends of education to Congress.

—Now NEA is looking at the first Carter budget —with its increases for education— and at a reorganized Congress.

—NEA lobbyists are stressing the importance of a strong, fully funded public school system to the long-term recovery and development of America.

—Details on pages 2 through 5.

ALSO INSIDE

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A Desperate Strike in Racine 8

Environmental Education in Houston 16

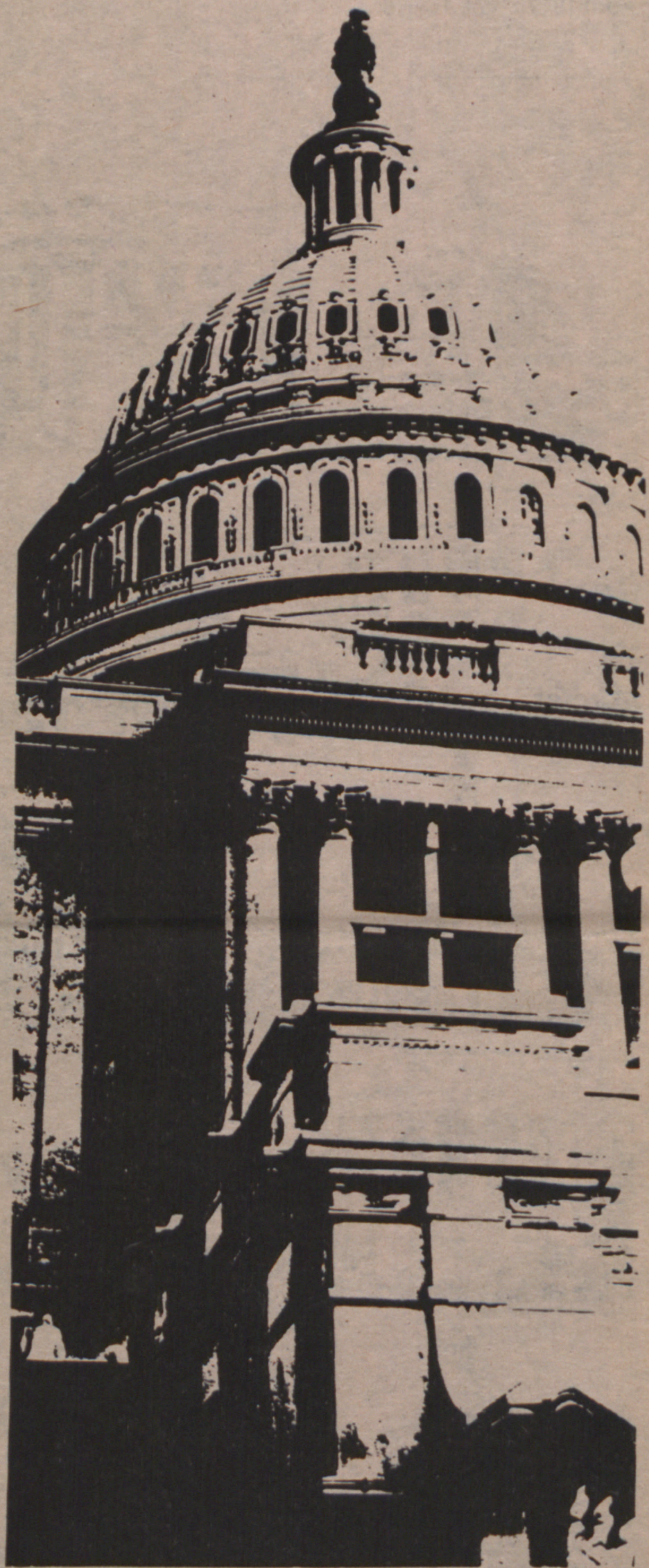
THE 95th CONGRESS:

Heads of Key Committees

NEA's lobbying efforts in Congress usually begin with consultation with and briefing of the committees assigned to deal with specific subjects. Bills are scheduled for action—hearings, drafting, and reporting for floor debate—by the chairpersons of these key committees.

As a result of many changes in the composition of the House and Senate, the membership of the committees NEA deals with has changed substantially. Many of the new committee members were endorsed by NEA and its affiliates in the 1976 elections. Although there have been some changes in the structure and organization of Congressional committees, relatively few changes have been made in chair assignments.

The following members of the 95th Congress will chair the committees and subcommittees working on legislation of interest to NEA. Note that the Senate Labor and Public Welfare Committee has been renamed the Human Resources Committee.



KEY SENATE COMMITTEES

APPROPRIATIONS

John L. McClellan
(D-Ark.)
chairman

Labor-HEW Subcommittee
Warren G. Magnuson
(D-Wash.)
chairman

BUDGET

Edmund S. Muskie
(D-Me.)
chairman

HUMAN RESOURCES

Harrison A. Williams
(D-N.J.)
chairman

Education Subcommittee
Claiborne Pell
(D-R.I.)
chairman

KEY HOUSE COMMITTEES

APPROPRIATIONS

George H. Mahon
(D-Tex.)
chairman

Labor-HEW Subcommittee
Daniel J. Flood
(D-Pa.)
chairman

BUDGET

Robert N. Giaimo
(D-Conn.)
chairman

WAYS AND MEANS

Al Ullman
(D-Ore.)
chairman

Public Assistance and Unemployment Compensation Subcommittee
James C. Corman
(D-Calif.)
chairman

EDUCATION AND LABOR

Carl D. Perkins
(D-Ky.)
chairman

Elementary, Secondary, and Postsecondary Subcommittee
Mr. Perkins
chairman

Select Education Subcommittee
John Brademas
(D-Ind.)
chairman

Postsecondary Education Subcommittee
William D. Ford
(D-Mich.)
chairman

Labor-Management Relations Subcommittee
Frank Thompson Jr.
(D-N.J.)
chairman

Labor Standards Subcommittee
John J. Dent
(D-Pa.)
chairman

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nea reporter

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Design by **William J. Kircher & Associates.** Photo credits: page 3, **Joe Di Dio;** page 4, **The White House** (left), **Roy Des Ruisseaux** (right); pages 6 and 7, **Joe Di Dio;** page 8, **Steve Case;** page 13, **Michigan Education Association Teacher's Voice** (bottom); page 14, **Jen and Des Bartlett;** page 15, **Joe Di Dio;** page 16, **Fred Damon;** page 17, **Joe Di Dio.**

NEA Tells Carter & Congress:

Public Schools Are Key to America's Recovery and Development

WASHINGTON, D.C.—Substantial increases in the nation's investment in its public schools are the key to economic recovery and long-term social and economic development.

This is a major theme of NEA discussions with top members of the Carter Administration team and with the leadership of the 95th Congress.

During the past two months, NEA officers and lobbyists have met almost daily with Washington decision makers, explaining the Association's goals and the legislative program designed to attain them.

In private meetings at the White House and federal agencies and in consultation with Congress (the leadership and all new members), NEA has shown the devastating impact of recession, inflation, and unemployment on the schools, the students attending them, and the teachers working in them. Through budget proposals (see story, p. 4), legislative initiatives, and pressure on administrative agencies, NEA has given the White House and Congress a comprehensive agenda for effective remedies and reform.

NEA's PRIORITIES

The major thrust of NEA's proposals stems from a legislative program including:

- **provision of collective bargaining rights to all public employees;**
- **substantial increases in federal financing of public education;**
- **creation of a cabinet-level U.S. Department of Education;**
- **extension and expansion of elementary and secondary education programs;**
- **improvement of retirement programs for all teachers and other public employees; and**
- **enactment of national health security.**

The Administration's early responses included several important education budget revisions; rejection of the Ford proposals to consolidate (with less funding) disparate education programs and a group of child nutrition laws; a major proposal to stimulate public works employment; and recognition of the plight of schools and other institutions in the natural gas emergency.

President Carter's comprehensive energy plan is to be unveiled this month, and NEA will seek high priority for relief of schools in that plan. Meanwhile, HEW Secretary Joseph Califano has directed his administrative team to scrutinize his vast department's budget line by line and has set up a task force to develop a national health insurance plan.

Capitol Hill activity spurred by NEA has included speedy action on public works construction funding authorizations; consideration of supplemental funding for the current fiscal year; review of education needs in the budget ceiling resolution for fiscal 1978; and the introduction of many NEA-backed bills.

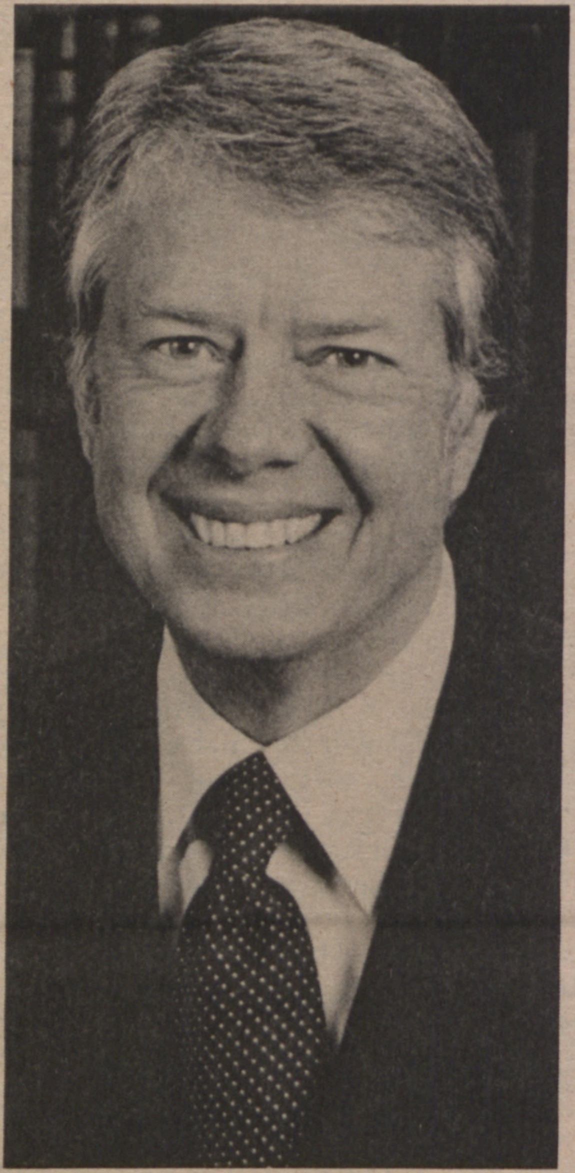
Significant bills in the hopper include a measure to amend the National Labor Relations Act to include public employees and employers (HR 777, HR 1987); a general aid to education bill (HR 1138); a major proposal to establish a U.S. Department of Education (S 991); extension of expiring elementary and secondary programs (HR 15); NEA's mobile teacher retirement bill (HR 3436, S 169); and a universal, comprehensive national health security bill (HR 21, S 3).

Congressional action to date has been focused mainly on economic and energy legislation. Budget resolutions establishing preliminary federal spending ceilings must receive early attention. Appropriations hearings for several departments and agencies have begun, and work is in progress on a number of specifically education-related measures.

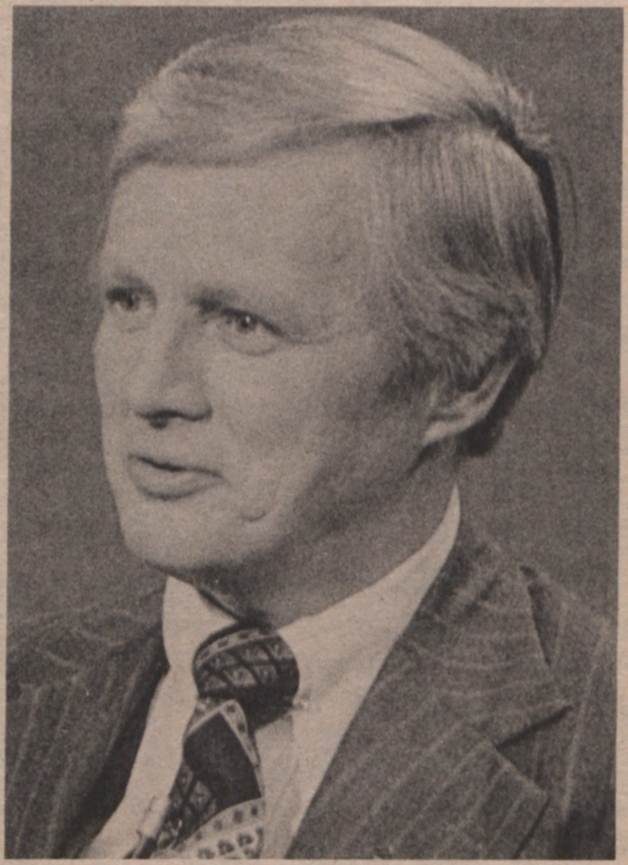
When President Carter's education officials met with the NEA Board of Directors recently, both pledged to stay in close touch with NEA and its leaders. Mary Berry (top), Carter's designated HEW Assistant Secretary for Education, told Board members she fully expects "to be back to see you again." Ernest Boyer (bottom), U.S. Commissioner of Education-Designate, told the Board that, although he is from higher education, he is "deeply committed to education at all levels," and that, in fact, "the central effort in schools is in elementary and secondary classrooms."

NEA "Encouraged"

Carter Education Budget–



President Carter said his first budget includes "important first steps toward a federal government that is more effective and responsive to our people's needs." His fiscal 1978 proposals would add nearly $1.5 billion more than the Ford proposals for HEW's Education Division alone.



"NEA is encouraged by the emphasis placed on schools and children in President Carter's federal education budget message," commented NEA President John Ryor. But he added that "we plan to make substantial recommendations for increases in a number of areas as the budget proposals make their way through Congress."

WASHINGTON, D.C.—President Carter last month unveiled preliminary changes in the Ford Administration's education budget, with increases of nearly $1.5 billion for fiscal 1978, which begins October 1. The Carter revisions also proposed $400 million over education appropriations for the current fiscal year. For fiscal 1978, the Carter budget proposes $9.2 billion for HEW's Education Division, as opposed to a $7.7 billion request by President Ford.

"NEA is encouraged by the emphasis placed on schools and children in President Carter's federal education budget message," said NEA President John Ryor.

"However," stressed Ryor, "We plan to make substantial recommendations for increases in a number of areas as the budget proposals make their way through Congress. President Carter's revisions would restore some of the worst slashes of the Ford budget, but at this point still fall short of a full commitment to the rightful federal obligation to education."

Carter's budget revision message emphasized, though, that there had not been time in his short time in office to completely rewrite Ford's budget and that his changes are just "important first steps toward a federal government that is more effective and responsive to our people's needs."

At a special budget briefing Health, Education, and

Federal Budget Revisions for Higher Ed

President Carter's budget would provide $3.29 billion for higher education programs in fiscal 1978—a $933 million increase over the Ford budget. More than $3 billion of the total would go for student aid programs.

Because most higher and vocational education programs weren't reauthorized until late in the last Congress under the Education Amendments of 1976, they were not included in the fiscal 1977 Labor-HEW appropriation. Instead, they have been operating at fiscal 1976 levels under a continuing resolution expiring March 31.

President Carter proposed a supplemental appropriation to fund these programs at $2.82 billion for fiscal 1977—$425 million more than his predecessor's budget asked, but still short of the fiscal 1976 level, estimated at $3.13 billion. NEA is working on Capitol Hill to bring funding up at least to last year's level.

Turning to fiscal 1978, the Carter budget proposed three key increases in the Ford higher education budget:

- Raising expenditures for Basic Education Opportunity Grants (BOG's) from $1.8 to $2.3 billion—enough to increase the maximum annual award to $1,600 while expanding eligibility to include some half a million students from families in the $13,000-$17,000 income range. Congress last year authorized an annual grant ceiling of $1,800, and NEA hopes Congress may yet bring appropriations up to the level needed to fully fund this program.
- Restoring the Supplemental Education Opportunity Grants program to its current funding level of $240 million. The Ford budget requested no money for this program. Supplemental grants averaging $500-$550 would go to 445,000 undergraduates under the Carter proposal.
- Adding $140 million to the $250 million requested in the Ford budget for College Work-Study, to restore the program to its current $390 million level. The increase would bring the average award to $545 and the number of awards to 852,000.

President Carter went along with Ford budget's request that no new funds be allotted for the direct student loan program, which makes public money available to needy students at 3 percent interest through their colleges. It is unlikely that Congress will go along with the White House move to kill this popular program.

$1.5 Billion More for Schools

Welfare Secretary Joseph Califano said that the Carter budget "places special emphasis on the needs of the children of America—our most precious national asset and our best investment for the future." Like Carter, Califano stressed that the Administration has "not been able to scrutinize every line item in the Ford budget, and there will undoubtedly be changes made as appropriations committee hearings before the Congress unfold and we have more time to review each item. Our actions today at HEW are essentially an indication of our major and urgent concerns. . . ."

He added that the budget revisions were targeted more to "restoring Ford budget slashes" than to mounting new initiatives at this early point in Carter's tenure. "There will obviously be supplemental requests," stated Califano, saying that the budget "should be seen as an indicator of new directions, not as a complete map of our priorities and proposals."

Pledging that NEA will be heavily involved in the reshaping of Carter's proposals, NEA President Ryor singled out funding increases needed for impact aid, Indian education, teacher centers, direct student loans, and special higher education programs for the disadvantaged. "NEA is already at work gathering information and evidence to assure that the changes Secretary Califano acknowledges are forthcoming during the legislative process truly reflect the most pressing needs of our children and schools."

Ryor noted that NEA is "pleased to see that the new administration has rejected the repeated attempts by the Nixon and Ford budgets to consolidate education programs into a single block grant to states. The consolidation programs proposed in the Ford budget and others in the past have been little more than smokescreens for education budget cutting forays. We agree with Secretary Califano in his rejection of 'this wholesale, across the board approach' and that 'a long, hard look' needs to be taken before deciding on the proper mix of categorical and block grants."

Among the "major and urgent concerns" pointed to by Califano in the budget revisions as they now stand were increases for Title I aid to disadvantaged children and for basic opportunity grants for needy college students. The new budget calls for an increase of $350 million for Title I, from $2.285 billion to $2.635 billion; and for an increase of $471 million for the grants to undergraduate college students, from $1.844 billion to $2.316 billion.

Other increases over the Ford budget noted by Califano include: $20 million more for emergency school aid for desegregating school districts (from $240 million to $260 million); $45 million more for bilingual education (from $90 million to $135 million); and $50 million more for education of the handicapped (from $470 million to $520 million).

IMPACT AID CUTS?

There are also cuts from current levels called for in the Carter budget, however, and many areas left at this year's funding despite the inroads being made by inflation on school budgets. Of special concern to NEA is that Carter's budget agrees with Ford's on the issue of impact aid. Funds for this program would be cut from the current $793 million to $395 million, which would reflect a total deletion of funding for districts impacted by children whose parents work but do not live on federal property (Category "B"). There would also be no funding of Category "C" for districts with large numbers of children from public housing.

Carter is not expected to be much more successful in cutting impact aid that the Presidents before him, who have tried for 20 years to reduce this popular program. NEA and other impact aid proponents point out that even when federal workers live in the community and pay taxes, school districts are still deprived of the property tax revenues that would be paid if a private rather than government installation occupied the same space. Moreover, the continued uncertainty over impact aid appropriations has a damaging effect on state and local school budgets.

NEA will also be pushing more funding for the teacher centers authorized by Congress last year. Carter proposes $5 million in fiscal 1978 for these centers, which are to be run by and for teachers to learn new methods tailored to the needs of their localities and to prepare curriculum materials. While this is certainly an improvement over the Ford budget—which would not have funded the centers at all—NEA does not see the $5 million as adequate.

NEA Conferees Say

"We Must Unite To Fight

Ending Violence an NEA Objective

One of NEA's 1976-77 goals, adopted by the Association's Board of Directors, is *Leadership in Solving Social Problems.* An objective within that goal reads as follows:

Violence in the Schools**—To stimulate local programs designed to reduce or eliminate violence within the school or its causes within communities.**

Conference participants exhibited an unusually intense level of involvement and determination in tackling the complex and disturbing issue of violence in the schools.

WASHINGTON, D.C.—A reporter on his way to NEA's February Conference on Civil and Human Rights, which focused on "Violence in the Schools," questioned the relative merits of such a meeting: "Do you really expect that because 500 or so teachers came to Washington for a three-day conference that they will go back and stamp out violence in their schools?" he asked.

The reporter's cynicism soon waned once he was caught up in the swell of enthusiasm that flooded the meeting rooms and conference halls.

The participants, teachers and students alike, were positive, intensely serious, deliberative, and mature in dealing with the subject.

They swapped classroom stories, but they were stories of success. They alluded to theories they had put into practice. They explored the root causes of violence in nine simultaneous group sessions —student with teacher, teacher with counselor, teacher with administrator. They did not point fingers or affix blame on others. Rather they looked inwardly for causes and reached a consensus: "We're all to blame."

But as NEA President John Ryor said, "That's not the real question. The question is, What we're going to do about it?"

NO SIMPLE ANSWERS

They had answers for that too. But they were not simple answers. They rejected those solutions that amounted to putting bandages on arterial bleeding. Some of their answers came from student participants who had dropped out of school, but who had been transformed into eager students through alternative schools. Other answers came from teachers and principals who presented testimony on what worked for them. Still other answers came from Sen. Birch Bayh's final report to the Senate Judiciary Committee entitled "Challenge for the Third Century; Education in a Safe Environment," which he personally released at the conference.

Bayh in his keynote speech echoed most conferees' sentiments when he stressed that suspensions or expulsions of students do little more than turn disruptive students out on the street where they learn even more sophisticated violence and increase their resentment of society. Bayh's indictment of overcrowded classrooms in the face of need for individualized instruction and alternative learning programs also drew widespread support.

While emphasizing that solutions will have to come at the local level, Bayh announced that he has introduced in Congress the "Juvenile Delinquency in Schools Act of 1977" to help school communities "develop a balanced and effective program to reduce and prevent violence and vandalism in the schools."

Bayh expressed "a special word of gratitude for the cooperation of NEA for your testimony and the benefit of your experience and insights" in development of the Senate report. His proposed legislation would make private organizations like NEA and its affiliates, as well as school districts, eligible for grants.

Ryor, in his wrap-up remarks, declared, "I don't believe there is anything that can stand up to the

Violence in the School"

Keynote speaker Sen. Birch Bayh (D-Ind.) announced that he has introduced in Congress the "Juvenile Delinquency Act of 1977" to help school communities "develop a balanced and effective program to reduce and prevent violence and vandalism in the schools."

Douglass Simpson (foreground with glasses), a former drop-out who is now enrolled in a Washington, D.C., alternative school called the D.C. Street Academy, articulates his views on the root causes of violence and vandalism.

"I don't believe there is anything that can stand up to the united force of teachers, students, parents, and community leaders working together," NEA President John Ryor told conference participants.

united force of teachers, students, parents, and community leaders working together."

He warned, however, that "none of these solutions have any meaning short of commitment by you and me. Success or failure of this conference is very much dependent upon the commitment of each of us to carry the message of this conference forcefully and effectively back to our own school systems, to our own associations, and to our own communities."

He continued, "this conference will be a success if we are able to succeed in the following ways:

- "In leading the way and enlisting the active engagement of other association leaders and moving ahead as rapidly and aggressively as possible to put into practice the plans you formulated here.
- "In enlisting the active support of other individuals and groups in your school system and community in a concerted effort to understand the causes of violence and to seek positive strategies for reducing it."

"That's the charge," Ryor said.

Darrell Wright, a 14-year-old Maryland student, also issued a final challenge to participants, saying: "You the teachers have the greatest responsibility in this land. The President gets paid a lot and sits up in the Oval Office. But you the teachers are the ones who make tomorrow; he doesn't. He might be able to destroy it, but you can create it."

Teachers Helping Teachers

Racine Strikers Set Up Food Center

By *Stephen P. Hale*, communications and public relations staff, Utah Education Association. Hale viewed the Racine crisis in person during the fifth week of the strike.

RACINE, WISC.—The home of two Racine teachers has been serving as a supermarket without a cash register.

Its "customers": The families of teachers, school custodians, and school cafeteria workers on strike for more than a month.

Strikers were denied food stamps.

"Some people have come to the house who are very, very hungry, but they told me they'd never surrender," said Marty Pettit, a high school art teacher.

It was a telephone call that put Pettit and her husband, Dean, an English and social studies teacher, in the "grocery business."

Pettit said she was doing work in the Racine Education Association office when a woman called. The caller said she had young children and the family was out of money and out of food.

Pettit got the address and fled the office. She went home, sacked up the food in the family fridge, and left. Before she left a fellow teacher handed her five dollars. Another gave her a couple of singles. Then she headed for the grocery store, bought milk and staples, and delivered them.

When she returned to the REA office, the phone rang again with another desperate call for food. "Right then, we decided there must be a lot more people who need help," she said. "We knew a lot of them wouldn't ask for it so we decided we'd find ways to get it to them."

Realizing that the busy REA office wasn't a good place to operate a food distribution center, the Pettits set up shop in their basement.

It was a scanty pantry at first, but then a truck came from Kenosha. "Teachers there sent us all kinds of food," she said. "They sent beans, flour, bread, meat, dried milk, and canned goods."

Soon people knew they could go to the Pettit home and get food with no questions asked, no names taken, and no records kept whatsoever.

People pushed personal checks at her. Others, including some who live from paycheck to paycheck, brought food. Grocers gave her big discounts on the food she bought from them; some gave her food.

The Pettits won't forget the looks on the faces of people who come to the house for help.

Some managed to choke out a word of thanks. Others wept.

"We see some parents who are hungry, but we don't see undernourished children," said Pettit. "Some people just couldn't come. It's pride. When the association found this, somebody got food to that person."

When the Racine strike started, teachers had worked without a contract for 28 months. They had raised their dues more than $25 to present their case in the courts, before the Employee Relations Commission, and anywhere but in the streets.

Salary increases were not an issue in the strike.

Some townspeople chided strikers, saying "if you're hungry, go back to work."

"Such people just don't understand that we strikers are much more hungry for rights than we are for food," Pettit said. "You can fill your stomach, but if in your soul, heart, and mind you're not at peace with what you believe, it's a much worse kind of hunger."

> ***"We strikers are much more hungry for rights than we are for food. You can fill your stomach, but if in your soul, heart, and mind you're not at peace with what you believe, it's a much worse kind of hunger."***

Teachers Arrested

"Desperate" Strike in Racine, Wisconsin

RACINE, WISC.—"The situation has become desperate," Racine Education Association Executive Director Jim Ennis reported in early March as more than 1,000 teachers marched in the second month of a strike.

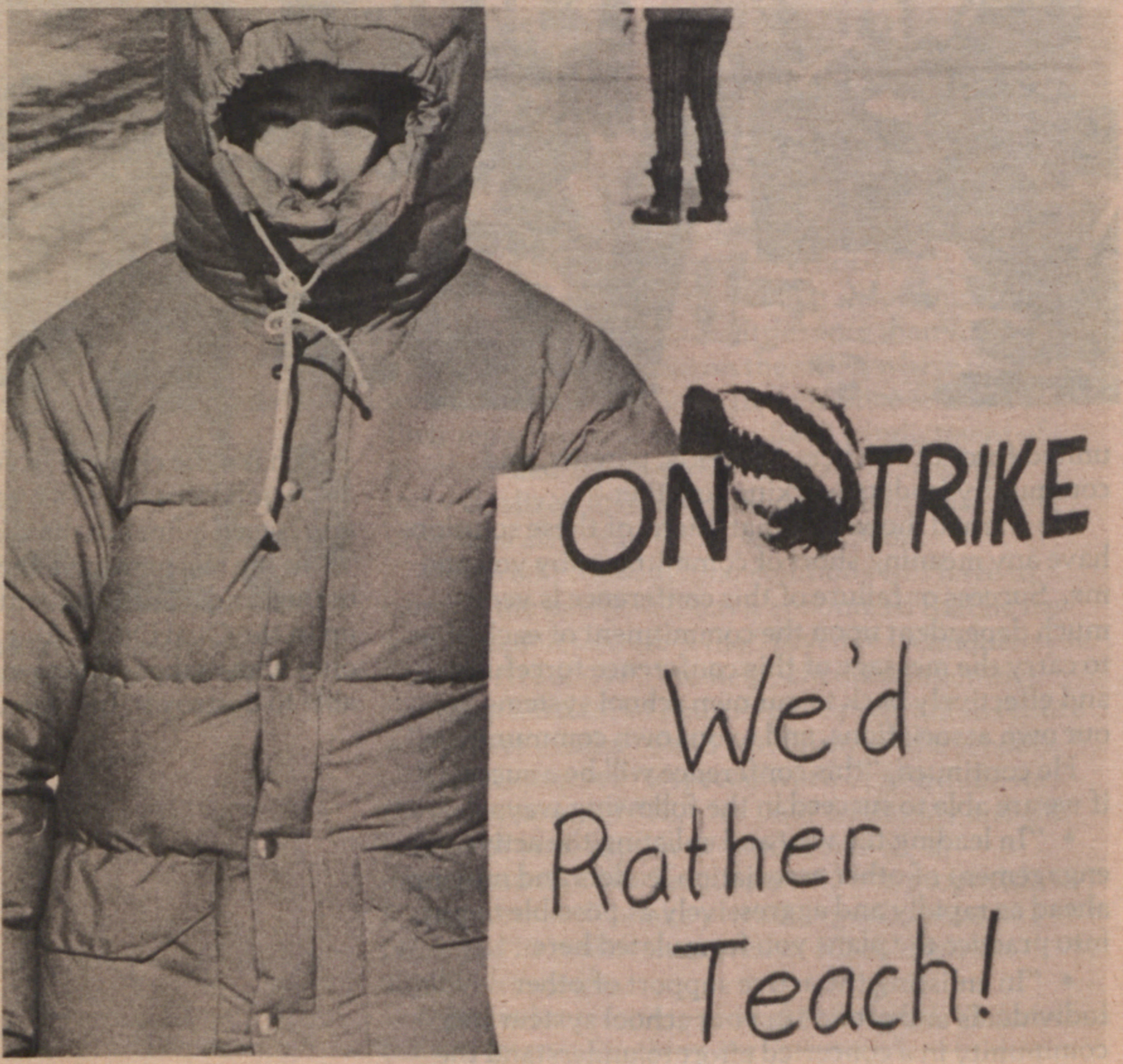
Sixty-eight teachers were arrested in late February for civil disobedience while picketing schools in this lakeside city. The arrests came at three schools when the school board attempted unsuccessfully to open the schools with a staff of nonstriking teachers, teacher aides, and administrators.

In the meantime, the Racine board voted to seek a contempt citation for defiance of a back-to-work order against Ennis, REA President Robert Ables, and leaders of Local 152 of the Building Service Employees Union, which was also on strike.

Then, in mid-March, another 139 teacher-pickets were arrested.

The situation in Racine reminded teacher-leaders of the Hortonville strike two years ago, when another recalcitrant school board refused to bargain with its teachers. In Racine, too, the issue is the right to bargain. Teachers here have been working without a contract for 29 months.

Then, finally, on March 16, the school board gave in and agreed to bargain with the Racine Education Association. Racine teachers voted overwhelmingly to accept work with a contract and returned to classrooms the same day.



Racine strikers walked picket lines through some of the coldest weather of the winter.

national education association

PROPOSED AMENDMENTS TO THE CONSTITUTION, BYLAWS, AND STANDING RULES

April 1977

Submitted for Vote by the 1977 NEA Representative Assembly

during the Minneapolis, Minnesota, Annual Meeting (July 1-6).

This issue of *Proposed Amendments to the Constitution, Bylaws, and Standing Rules* contains the amendments submitted by delegates at the 1976 Representative Assembly and includes additional amendments submitted in accordance with the provisions of Article IX of the Constitution and no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are italicized.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

MR. BERNARD J. FREITAG, Pennsylvania, *Chairperson*
MS. GLORIA J. HARRISON, Louisiana
MR. HORACE MAYO, Minnesota
MR. GEORGE SOUTHWICK, Massachusetts
MRS. DILLON L. STONE, New Mexico

MRS. LILLIE CARSWELL, Texas
Liaison, NEA Committee on Minority Affairs

Further information may be obtained from Mrs. Irma Kramer, Assistant to the Executive Director, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, DC 20036.

AMENDMENTS NUMBERS 1-12 REQUIRE A TWO-THIRDS (⅔) VOTE FOR ADOPTION.

AMENDMENT NUMBER 1

(Requires a ⅔ vote)

Title: TO DELETE THE PROVISION THAT NO STATE AFFILIATE SHALL RECEIVE FEWER THAN FIFTEEN (15) DELEGATE CREDENTIALS TO THE REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly
Section 2. Allocation of Delegates

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active members within the state. [No state shall receive fewer than fifteen (15) delegate credentials.] Other delegate credentials shall be allocated as provided in the Bylaws.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Francis J. Moran, Pennsylvania

AMENDMENT NUMBER 2

(Requires a ⅔ vote)

Title: TO ADD PROVISIONS THAT WOULD (A) CHANGE THE RATIO FOR ALLOCATION OF STUDENT NEA DELEGATE CREDENTIALS TO THE REPRESENTATIVE ASSEMBLY AND ESTABLISH THE CONDITIONS OF SUCH CREDENTIALS, (B) SPECIFY THAT STUDENT NEA MEMBERS SHALL NOT BE COUNTED IN COMPUTING THE PROPORTIONS OF CLASSROOM TEACHERS AND NON-CLASSROOM TEACHERS ON COMMITTEES, (C) ESTABLISH CONDITIONS OF MEMBERSHIP FOR STUDENT NEA ON THE BOARD OF DIRECTORS, AND (D) ESTABLISH STUDENT NEA AS A SPECIAL CATEGORY OF NEA AFFILIATE COMPRISED SOLELY OF STUDENT MEMBERS OF THE ASSOCIATION.

Article III. Representative Assembly
Section 2. Allocation of Delegates

c. *Allocation of delegate credentials to the Student NEA shall be based on (i) the ratio of 1:1,000 student members of the Association, and (ii) an additional delegate allocation to the Student NEA for each Student NEA state affiliate with 1,500 or more members.*

(Reletter current c as d.)

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. *Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.*

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. A delegate elected to represent an affiliate shall be a member of that affiliate.

b. No change
c. No change
d. *Article III of the Constitution shall provide for the allocation of delegate credentials to the Student NEA.*

(Reletter current d as e.)

e. [Allocation of delegates to Student NEA shall be based on the ratio of 1:750 members.]

(Current f and g remain.)

Article III. Representative Assembly
Section 3. Election of Delegates

c. Election of delegates to the Representative Assembly shall be by secret ballot for each individual office. The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and the Bylaws shall be eligible to vote. *Student NEA delegates to the Representative Assembly shall be elected by duly elected delegates to the Student NEA Representative Assembly.*

Section 6. Committees

All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees shall comprise at least seventy-five (75) percent classroom teachers. *Student NEA members shall not be counted in computing the relative proportions of classroom teachers and non-classroom teachers on committees.* There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Article V. Board of Directors
Section 1. Composition

The Board shall consist of at least one (1) director from *(a)* each association affiliated with the Association as a state affiliate *and (b) the Student NEA so long as it is affiliated with the Association.* [Such] *Each* state unit shall be entitled to an additional director for each 20,000 active members of the Association. *The Student NEA shall be entitled to an additional director for each 20,000 student members of the Association.* The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

a. No change
b. In the event that the first three (3) directors from a state *or the Student NEA* do not include at least one (1) ethnic-minority person, the fourth director shall be from an ethnic-minority group.
c. No change
d. No change
e. No change
f. Student NEA representation on the Board of Directors shall not be computed in determining the representation entitlements of administrators or classroom teachers in higher education.

Section 2. Terms of Office

a. The term of office *of NEA state directors* shall be three (3) years.
b. *NEA state* directors shall serve no more than two (2) terms.
c. All candidates *for NEA state director* shall have been active members of the Association for at least five (5) years immediately preceding the election.
d. Student NEA directors shall serve terms of one (1) year and may not serve more than two (2) terms. Qualifications for office shall be determined by the Student NEA provided, however, that the directors shall be student members of the Association.

Bylaw 5. Board of Directors
5-1. Election

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the active NEA members within each state or, (ii) by the NEA members elected to serve as delegates to the state representative body. *Student NEA directors shall be elected by duly elected delegates to the Student NEA Representative Assembly.*
b. No change
c. Terms of directors shall be staggered *except for Student NEA directors.*
d. If on May 31 of each of two consecutive years the Active Association membership within a state unit *or the Student NEA* is less than that required to establish and maintain the position of its [state] directors, the number of its additional directors shall be reduced according to the membership on the second of such two consecutive years.

Bylaw 5. Board of Directors
5-3. Vacancies

Vacancies arising in the office of state directors held by persons elected within the state shall be filled upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee. Vacancies arising in the office of director held by persons elected by the Representative Assembly shall be filled by the Board of Directors when in session, or when not in session, by the Executive Committee, upon recommendation of the President. Persons filling vacancies shall be from the same category as the member being replaced and shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure. *Student NEA vacancies shall be filled by the Student NEA Executive Committee. The individual(s) appointed shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure.*

Article VIII. Affiliates and Special Interest Groups
Section 3. Classes

The [two (2)] *three (3)* classes of affiliates shall be governance, *Student NEA*, and nongovernance.

a. No change
b. *The Student NEA shall be comprised solely of the student members of the Association.*

(Reletter current b as c.)

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT NUMBER 3

(Requires a ⅔ vote)

Title: TO DELETE THE PROVISION THAT ELECTION TO THE NEA BOARD OF DIRECTORS SHALL CONSTITUTE ELECTION TO THE REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly
Section 3. Election of Delegates

b. Election to executive office [or to the Board of Directors] or to the Executive Committee shall constitute election to the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Francis J. Moran, Pennsylvania

AMENDMENT NUMBER 4

(Requires a ⅔ vote)

Title: TO ADD A PROVISION THAT THE ELECTION OF DELEGATES TO THE REPRESENTATIVE ASSEMBLY SHALL BE CONDUCTED BY AN INDEPENDENT THIRD PARTY AGENCY.

Article III. Representative Assembly
Section 3. Election of Delegates

c. Election of delegates to the Representative Assembly shall be by secret ballot *conducted by an independent third party agency* for each individual office. The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and the Bylaws shall be eligible to vote.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Rosemary Walters, New Jersey

AMENDMENT NUMBER 5

(Requires a ⅔ vote)

Title: TO ADD A PROVISION THAT THE APPROPRIATE LOCAL GOVERNING BODY SHALL DECLARE CANDIDATES FOR THE OFFICE OF DELEGATE TO THE REPRESENTATIVE ASSEMBLY ELECTED IN THE EVENT THAT THE NUMBER OF CANDIDATES DOES NOT EXCEED THE NUMBER OF VACANCIES.

Article III. Representative Assembly

Section 3. Election of Delegates

c. Election of delegates to the Representative Assembly shall be by secret ballot for each individual office. *In the event that the number of candidates does not exceed the number of vacancies, the delegates shall be declared elected by the appropriate local governing body.* The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and Bylaws shall be eligible to vote.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: T. Anne Harrell, Michigan

AMENDMENT NUMBER 6

(Requires a ⅔ vote)

Title: TO DELETE THE REQUIREMENT THAT AFTER THE FIRST DIRECTOR ADDITIONAL DIRECTORS FROM A STATE SHALL BE ELECTED BY PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION.

Article V. Board of Directors

Section 1. Composition

a. At least one (1) director elected within each state shall be a classroom teacher [and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Paul Braden, Tennessee

AMENDMENT NUMBER 7

(Requires a ⅔ vote)

Title: TO DELETE THE PROVISIONS THAT THE SIX (6) MEMBERS OF THE EXECUTIVE COMMITTEE SHALL BE ELECTED AT LARGE BY THE REPRESENTATIVE ASSEMBLY AND TO ADD PROVISIONS THAT THEY SHALL BE NOMINATED AND ELECTED BY THE REPRESENTATIVE ASSEMBLY BY REGIONS IN ACCORDANCE WITH THE ONE-PERSON – ONE-VOTE CONCEPT AND BY MAJORITY VOTE AND BY SECRET BALLOT FOR EACH INDIVIDUAL OFFICE.

Article VI. Executive Committee

Section 1. Composition

a. The executive officers [and the six (6) members of the Executive Committee] shall be nominated and elected at large by the Representative Assembly by majority vote and by secret ballot for each individual office. *The other six (6) members of the Executive Committee shall be nominated and elected by regions representing one-person—one-vote by majority vote and by secret ballot for each individual office.*

Bylaw 6. Executive Committee

6-1. **Election**

The Executive Committee shall consist of nine (9) members: President, Vice-President, *and* Secretary-Treasurer[, and six (6) members] elected at large by the Representative Assembly *and six (6) members elected by the Representative Assembly by regions.* Two (2) of the six (6) [at-large] members shall be elected each year.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by at least 2 state delegations)

Contact Persons: John Boggs*, Colorado, and Hazel Petrocco*, Colorado.

AMENDMENT NUMBER 8

(Requires a ⅔ vote)

Title: TO DELETE THE PROVISION THAT THE REVIEW BOARD MAY CENSURE, SUSPEND, OR EXPEL A MEMBER FOR SUFFICIENT CAUSE OTHER THAN VIOLATION OF THE CODE OF ETHICS AND TO ADD A PROVISION THAT A MEMBER MAY APPEAL THE DECISION OF THE REVIEW BOARD ON SUBSTANTIVE GROUNDS.

Article VII. Review Board

Section 2. Powers

The jurisdiction of the Review Board shall extend to cases as herein defined:

b. The Review Board shall have the following powers subject to the conditions as herein outlined:

2. To censure, suspend, or expel a member for violation of the CODE OF ETHICS OF THE EDUCATION PROFESSION [or other sufficient cause]. The member shall have the right to appeal to the Executive Committee on procedural *and substantive* grounds [only];

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Marjorie Webb, Kansas

AMENDMENT NUMBER 9

(Requires a ⅔ vote)

Title: TO DELETE THE PROVISION THAT AN ACTION OF THE REPRESENTATIVE ASSEMBLY MAY BE SUBJECT TO REVIEW BY THE REVIEW BOARD.

Article VII. Review Board

Section 2. Powers

The jurisdiction of the Review Board shall extend to cases as herein defined:

b. The Review Board shall have the following powers subject to the conditions as herein outlined:

4. To review an action of the Executive Committee[,] *or* Board of Directors[, or Representative Assembly] for consistency with the Constitution and Bylaws and to recommend to the appropriate governing body remedial action if necessary. Requests for review may be made only by the Executive Committee, Board of Directors, Representative Assembly, a local or state affiliate (by official action), or upon petition of ten (10) percent of the certified delegates of the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Marjorie Webb, Kansas

AMENDMENT NUMBER 10

(Requires a ⅔ vote)

Title: TO ADD A PROVISION THAT THE REPRESENTATIVE ASSEMBLY SHALL APPROVE THE RULES OF PROCEDURE OF THE REVIEW BOARD.

Article VII. Review Board

Section 4. Review Board Prerogatives

The Review Board shall establish its rules of procedure with the approval of the Board of Directors *and Representative Assembly.* Due process must be guaranteed in all its proceedings.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Persons: Marjorie Webb*, Kansas, and C. B. Wright*, California

AMENDMENT NUMBER 11

(Requires a ⅔ vote)

Title: TO ADD PROVISIONS THAT AMENDMENTS TO THE CONSTITUTION AND BYLAWS SHALL BE DISCUSSED AND VOTED ON IN ODD NUMBERED YEARS ONLY.

Article IX. Amendment of Constitution and Bylaws

Section 2. Amendment of the Constitution

c. This Constitution may then be amended at [the] *an* Annual Meeting by a two-thirds (⅔) vote of delegates present and voting.

d. Amendments to the Constitution will be discussed and voted on in odd numbered years only.

Section 3. Amendment of the Bylaws

c. The Bylaws may then be amended at [the] *an* Annual Meeting by a majority vote of the delegates present and voting.

d. Amendments to the Bylaws will be discussed and voted on in odd numbered years only.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Ken Plants, Michigan

AMENDMENT NUMBER 12

(Requires a ⅔ vote)

Title: TO ADD A PROVISION THAT AMENDMENTS TO THE CONSTITUTION AND/OR BYLAWS MAY BE WITHDRAWN BY A TWO-THIRDS (⅔) VOTE OF THE REPRESENTATIVE ASSEMBLY.

Article IX. Amendment of Constitution and Bylaws

Section 5. Withdrawal of Proposed Amendments

Requests for withdrawal of proposed amendments shall be submitted in writing to the Committee on Constitution, Bylaws, and Rules. Such withdrawal shall be effective when approved by the Representative Assembly. Requests for withdrawal of proposed amendments to this Constitution or to the Bylaws may be granted by action of the Representative Assembly based on requests made in the following manner:

e. By a two-thirds (⅔) vote of the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENTS NUMBERS 12 A-26 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT NUMBER 12 A

(Requires a majority vote)

Title: TO DELETE THE PROVISION ESTABLISHING A SEPARATE MEMBERSHIP CATEGORY FOR PARAPROFESSIONALS AND TO ADD A PROVISION THAT ACTIVE MEMBERSHIP SHALL BE OPEN TO ANY PERSON WHO IS ENGAGED IN DIRECTLY ASSISTING CLASSROOM TEACHERS IN DISCHARGING THEIR DUTIES; AND TO SUBSTITUTE THE PROVISION THAT ACTIVE MEMBERS SHALL HOLD A BACCALAUREATE OR HIGHER DEGREE OR THE REGULAR TEACHING, VOCATIONAL, OR TECHNICAL CERTIFICATE IF ANY SUCH CREDENTIAL OR CERTIFICATE IS REQUIRED BY THEIR EMPLOYMENT FOR THE PROVISION THAT ACTIVE MEMBERS SHALL HOLD OR BE ELIGIBLE TO HOLD A BACCALAUREATE OR HIGHER DEGREE OR THE REGULAR TEACHING, VOCATIONAL, OR TECHNICAL CERTIFICATE REQUIRED BY THEIR EMPLOYMENT.

Bylaw 2. Membership

2-1. **Classes**

a. There shall be [seven (7)] *six (6)* classes of membership in the Association: Active, Staff, [Paraprofessional,] Educational Secretary, Student, Retired, and Associate.

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from *(i)* professional educational work *or (ii) directly assisting classroom teachers in discharging their duties,* or *any person* who is serving as an executive officer of the Association. Active members shall hold [or shall be eligible to hold] a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate[s] *if any such credential or certificate is* required by their employment. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

c. No change

d. [Paraprofessional membership shall be open to any person who works directly with educators in discharging their professional duties.] (Reletter subsequent subsections.)

2-7. **Membership Dues**

a. No change

b. No change

c. Dues of Staff, [Paraprofessional,] Educational Secretary, and Associate members shall be one-half (½) of the dues of Active members.

d. No change

e. No change

f. No change

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT NUMBER 13

(Requires a majority vote)

Title: TO ADD A PROVISION DISQUALIFYING THOSE IN A SUPERVISORY OR ADMINISTRATIVE CAPACITY FROM ACTIVE MEMBERSHIP.

Bylaw 2. Membership

2-1. **Classes**

b. Active membership shall be open to any person, *except those in a supervisory or administrative capacity,* who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association. Active members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: James Johnstone, Michigan

AMENDMENT NUMBER 13 A

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT RETIRED MEMBERSHIP SHALL BE OPEN TO ANY RETIRED MEMBER WHO HAS HELD ACTIVE MEMBERSHIP IN THE ASSOCIATION FOR A TOTAL OF FIFTEEN (15) YEARS OR FOR AT LEAST THE TEN (10) YEARS IMMEDIATELY PRIOR TO RETIREMENT AND TO ADD A PROVISION THAT RETIRED MEMBERSHIP SHALL BE OPEN TO ANY RETIRED MEMBER WHO HAS HELD MEMBERSHIP IN THE ASSOCIATION FOR THE YEAR IMMEDIATELY PRIOR TO RETIREMENT; AND FURTHER, TO ADD A PROVISION THAT RETIRED MEMBERS WHO HAVE HELD ACTIVE MEMBERSHIP SHALL BE ELIGIBLE TO BE VOTING DELEGATES AT THE REPRESENTATIVE ASSEMBLY.

Bylaw 2. Membership

2-1. **Classes**

g. Retired membership shall be open to any retired member who has held [Active] membership in the Association for [a total of fifteen (15) years or for at least] the [ten (10) years] *year* immediately prior to retirement. Retired members *who have held Active membership status* shall be eligible to be voting delegates at the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Kathryn Stilwell, New Jersey

AMENDMENT NUMBER 14

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT DUES OF ACTIVE MEMBERS SHALL INCREASE TO THIRTY-FIVE DOLLARS ($35) BEGINNING WITH THE 1978-79 FISCAL YEAR.

Bylaw 2. Membership

2-7. **Membership Dues**

a. Dues of Active members shall be [twenty-five] *thirty* dollars [($25)] *$30* for the [1975-76] *1976-77* fiscal year *and thereafter.* [, thirty dollars ($30) yearly effective with the 1976-77 fiscal year, and thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year.]

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Bill Schneider, Minnesota

AMENDMENT NUMBER 15

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ANY MEMBER JOINING FOR THE FIRST TIME AS AN ACTIVE MEMBER SHALL PAY DUES COMMENSURATE WITH THE REMAINING PORTION OF THE MEMBERSHIP YEAR.

Bylaw 2. Membership

2-7. **Membership Dues**

a. Dues of Active members shall be twenty-five dollars ($25) for the 1975-76 fiscal year, thirty dollars ($30) yearly effective with the 1976-77 fiscal year, and thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year. *Any member joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.*

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Vivian Bowser, Texas

AMENDMENT NUMBER 15 A

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT THE MEMBERSHIP FEE FOR PERSONS ELIGIBLE FOR ACTIVE MEMBERSHIP WHO ARE REGULARLY EMPLOYED FOR LESS THAN FIFTY (50) PERCENT OF THE NORMAL SCHEDULE FOR A FULL-TIME FACULTY MEMBER SHALL BE ONE-HALF (½) OF THE ACTIVE MEMBERSHIP DUES AND TO ADD A PROVISION THAT ANY PERSON ELIGIBLE FOR ACTIVE MEMBERSHIP WHO IS EMPLOYED AT A SALARY BELOW THAT OF A BEGINNING PROFESSIONAL TEACHER IN THE SAME SCHOOL JURISDICTION SHALL BE ONE-HALF (½) OF THE ACTIVE MEMBERSHIP DUES.

Bylaw 2. Membership

2-7. **Membership Dues**

b. The membership fee for *any* person[s] eligible for Active membership [who are regularly employed for less than fifty (50) percent of the normal schedule for a full-time faculty member] *who is employed at a salary below that of a beginning professional teacher in the same school jurisdiction* (as verified by the local association) shall be one-half (½) of the Active membership dues.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT NUMBER 15 B

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT THE MEMBERSHIP FEE FOR PERSONS ELIGIBLE FOR ACTIVE MEMBERSHIP WHO ARE EMPLOYED FOR LESS THAN FIFTY (50) PERCENT OF THE NORMAL SCHEDULE FOR A FULL-TIME FACULTY MEMBER SHALL BE ONE-HALF (½) OF THE ACTIVE MEMBERSHIP DUES AND TO ADD A PROVISION THAT THE MEMBERSHIP FEE FOR PERSONS ELIGIBLE FOR ACTIVE MEMBERSHIP WHO ARE EMPLOYED FIFTY (50) PERCENT OR LESS OF THE NORMAL SCHEDULE FOR A FULL-TIME FACULTY MEMBER SHALL BE ONE-HALF

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*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

(½) OF THE ACTIVE MEMBERSHIP DUES.

Bylaw 2. Membership

2-7. Membership Dues

b. The membership fee for persons eligible for Active membership who are regularly employed for [less than] fifty (50) percent *or less* of the normal schedule for a full-time faculty member (as verified by the local association) shall be one-half (½) of the Active membership dues.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Ruth Keeling, Missouri

AMENDMENT NUMBER 16

(Requires a majority vote)

Title: TO ADD A PROVISION THAT PINK-SLIPPED (TERMINATED DUE TO A REDUCTION IN FORCE) EDUCATION ASSOCIATION MEMBERS SHALL BE ELIGIBLE FOR ACTIVE MEMBERSHIP AT FIFTY (50) PERCENT OF THE DUES OF ACTIVE MEMBERS.

Bylaw 2. Membership

2-7. Membership Dues

c. *The National Education Association shall continue to allow Active membership to those pink-slipped (terminated due to a reduction in force) education association members, with reduction in dues of fifty (50) percent.*

(Reletter subsequent subsections.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Mary Ann Rudelic, Michigan

AMENDMENT NUMBER 16 A

(Requires a majority vote)

Title: TO INCREASE THE DUES OF MEMBERS RETIRING ON OR AFTER SEPTEMBER 1, 1973, FROM FIVE DOLLARS ($5) TO TEN DOLLARS ($10) YEARLY.

Bylaw 2. Membership

2-7. Membership Dues

f. Dues of members retiring on or after September 1, 1973, shall be [five dollars ($5)] *ten dollars ($10)* yearly.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Kathryn Stilwell, New Jersey

AMENDMENT NUMBER 16 B

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT A DELEGATE ELECTED TO REPRESENT AN AFFILIATE SHALL BE A MEMBER OF THAT AFFILIATE AND TO ADD A PROVISION THAT A DELEGATE ELECTED TO REPRESENT AN AFFILIATE SHALL BE A MEMBER OF THE STATE AFFILIATE IN THE SAME JURISDICTIONAL BOUNDARY.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. A delegate elected to represent an affiliate shall be a member of [that affiliate] *the state affiliate in the same jurisdictional boundary.*

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Judith M. Owens, New Jersey

AMENDMENT NUMBER 17

(Requires a majority vote)

Title: TO CHANGE THE BASIS OF COMPUTING THE ETHNIC-MINORITY REQUIREMENT FOR DELEGATES TO THE REPRESENTATIVE ASSEMBLY FROM THE STATE'S ETHNIC-MINORITY POPULATION TO THE ETHNIC-MINORITY MEMBERSHIP WITHIN THE STATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority [populations within the state] *membership within the state.* In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] *memberships.* Local affiliates shall comply with such standards as may be established by the state affiliate to insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] *memberships.* If a state affiliate or a local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat the respective state affiliate or local affiliate delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Kenneth F. Werring, New Jersey

AMENDMENT NUMBER 18

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ETHNIC-MINORITY REPRESENTATION IN THE REPRESENTATIVE ASSEMBLY SHALL BE AT LEAST EQUAL TO EACH PROPORTION OF IDENTIFIED ETHNIC-MINORITY POPULATIONS WITHIN THE STATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

g. Allocation of ethnic-minority representation shall be at least equal to [the] *each* proportion of identified ethnic-minority populations within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect [these] *each* ethnic-minority population[s]. Local affiliates shall comply with such standards as may be established by the state affiliate to insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect [these] *each* ethnic-minority population[s]. If a state affiliate or a local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat the respective state affiliate or local affiliate delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Evan Goldman, New Jersey

AMENDMENT NUMBER 19

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ALL-INCLUSIVE STATE AFFILIATES MAY PROVIDE THAT THE TOTAL STATE AND LOCAL UNIT DELEGATIONS TO THE REPRESENTATIVE ASSEMBLY MAY REFLECT THE PROPORTIONAL REPRESENTATION OF THEIR ADMINISTRATOR MEMBERS.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

h. *In cooperation with their local affiliates, states which provide all-inclusive memberships may insure that whenever possible the total of the state and local unit delegations to the Representative Assembly may reflect the proportional representation of their administrator memberships.*

(Reletter current h as i.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Gordon Harmon, Texas

AMENDMENT NUMBER 20

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THE REPRESENTATIVE ASSEMBLY SHALL MEET NO EARLIER THAN JULY 10 AND NO LATER THAN AUGUST 10.

Bylaw 3. Representative Assembly

3-15. Meeting Dates

The Representative Assembly shall meet no earlier than July 10 and no later than August 10. This schedule shall be effective beginning with the 1979 Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Toby Jay Rich, Maryland

AMENDMENT NUMBER 21

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT THE SALARIES OF THE EXECUTIVE OFFICERS SHALL NOT BE ADJUSTED DURING THEIR TERMS OF OFFICE.

Bylaw 5. Board of Directors

5-7. Functions

The Board:

h. Shall set the salaries of the executive officers [except that the salaries shall not be increased or decreased during the terms of office for which these officers shall have been elected].

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT NUMBER 21 A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT A STATE AFFILIATE MAY ELECT TO USE WEIGHTED VOTING OR SUCH OTHER MEANS AS IT DEEMS APPROPRIATE IN ORDER TO PROVIDE FOR THE ONE-PERSON—ONE-VOTE PRINCIPLE FOR REPRESENTATION ON ITS GOVERNING BODIES.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members [;]. *The affiliate may elect to provide for the one-person—one-vote principle for representation on its governing bodies by weighted voting or such other means it may deem appropriate;*

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Judith M. Owens, New Jersey

AMENDMENT NUMBER 22

(Requires a majority vote)

Title: TO ADD A PROVISION THAT STATE AFFILIATE ELECTIONS SHALL BE CONDUCTED BY AN INDEPENDENT THIRD PARTY AGENCY.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates

b. The affiliate shall conduct elections with open nominations and a secret ballot *conducted by an independent third party agency;*

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Rosemary Walters, New Jersey

AMENDMENT NUMBER 23

(Requires a majority vote)

Title: TO DELETE THE PROVISION THAT NONGOVERNANCE AFFILIATES SHALL ADOPT A POLICY RECOGNIZING THE PREEMINENCE OF THE CODE OF ETHICS OF THE EDUCATION PROFESSION.

Bylaw 8. Affiliates and Special Interest Groups

8-13. Standards for Nongovernance Affiliates

The Association shall not affiliate a nongovernance affiliate unless it meets the following minimum standards:

[f. The affiliate shall adopt a policy that recognizes the preeminence of the CODE OF ETHICS OF THE EDUCATION PROFESSION;]

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT NUMBER 24

(Requires a majority vote)

Title: TO PROVIDE THAT THE SECRETARY-TREASURER RATHER THAN THE PRESIDENT SHALL SIGN AUTHORIZATIONS FOR DISBURSEMENTS FROM THE CAPITAL IMPROVEMENT FUND.

Bylaw 11. General Finance

11-5. Capital Improvement Fund

d. Disbursements from the Capital Improvement Fund shall be by check or by similar written orders to depositories, co-signed by the [President] *Secretary-Treasurer* and by the Executive Director or by their designees.

10. Executive Director and Staff

10-3. Executive Director: Functions

g. Co-sign with the [President] *Secretary-Treasurer* all authorizations for disbursements from the Capital Improvement Fund;

4. Executive Officers

4-1. Powers and Duties of the President

[h. Sign jointly with the Executive Director for disbursements from the Capital Improvement Fund;]

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT NUMBER 25

(Requires a majority vote)

Title: TO DELETE THE WORD "CHICANO" FROM THE BYLAWS DEFINITION OF ETHNIC MINORITY.

Bylaw 12. Definitions

12-1. Definitions of Terms

d. Ethnic minority: Ethnic minority shall mean those persons designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include Black, Mexican-American [(Chicano)], other Spanish-speaking groups, Asian-American, and Indian.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Gilbert Garcia, Texas

AMENDMENT NUMBER 26

(Requires a majority vote)

Title: TO ADD TO THE DEFINITION OF ETHNIC MINORITY ANY OTHER GROUPS IDENTIFIED IN THEIR STATES AS NON-ENGLISH-SPEAKING (BILINGUAL) MINORITIES.

Bylaw 12. Definitions

12-1. Definitions of Terms

d. Ethnic minority: Ethnic minority shall mean those persons designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include Black, Mexican-American (Chicano), other Spanish-speaking groups, Asian-American, and Indian[.]*; in addition, those ethnic groups, other than those stated above, which are identified as non-English-speaking (bilingual) minorities in their states.*

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Steven Lopes, Massachusetts

AMENDMENT NUMBER 26 A

(Requires a majority vote)

Title: TO ADD A PROVISION DEFINING THE TERM "ADMINISTRATOR."

Bylaw 12. Definitions

12-1. Definitions of Terms

e. Administrator: Administrator shall mean any person who is certified, where required, and (i) whose primary function includes hiring or recommending for hiring a classroom teacher, and/or the responsibility of assignments of classroom teachers, and/or evaluating a classroom teacher, and/or terminating or recommending for termination a classroom teacher; or (ii) a major portion of whose time is not spent in direct contact with students.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 active members from 2 states)

Contact Person: Mary J. Gilmore, Massachusetts

THE FOLLOWING AMENDMENTS TO THE STANDING RULES REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENTS AFFECTING STANDING RULE 2

Rule 2. Certification of Delegates

B. Verification of Eligibility. The president of each local affiliate to which delegates have been allocated shall forward to the state affiliate by [April 10] *March 15* a certificate of eligibility for each local delegate and the term for which the delegate was elected on a form provided by the NEA. By May 15, the president of each state affiliate (and the persons designated by the President of the NEA to certify for retired members, school nurse members, and higher education members) shall certify the eligibility of each state delegate and the term for which the delegate was elected on a form provided by the NEA and shall file with the NEA Executive Director certificates of eligibility for all local and state delegates. Once certified, the delegates shall remain certified until the expiration of said delegate's term to fulfill such duties of a delegate as are appropriate between Annual Meetings. Upon verification of eligibility, the Executive Director shall forward such material as to allow the delegate to effect registration, voting, and official seating.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Stephen H. Edwards, Jr., California

Rule 2. Certification of Delegates

D. Credentials Report. No later than the second business session of the Assembly, the chairperson of the Credentials Committee shall inform each state delegation, in writing, of the number of teacher delegates and the number of administrator delegates in each of the state delegations.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: David J. McMahon, Michigan

AMENDMENT AFFECTING STANDING RULE 3

Rule 3. Registration

A. Registration [of delegates] *materials* shall be *sent* by mail *to all delegates* prior to the time of the Annual Meeting.

B. Registration of delegates, successor delegates, nondelegate members, and guests shall begin on the first day of the Annual Meeting. Registration of delegates and successor delegates shall be completed on the day prior to the first business meeting of the Representative Assembly.

[B. Registration of successor delegates filling vacancies shall begin on the first day of the Annual Meeting and shall be closed at 5 p.m. on the day during which the first business meeting of the Representative Assembly meets.]

C. Successor delegates filling vacancies shall present at registration the permanent credential originally sent to the delegate the successor is replacing, and a signed statement from the person filing the original and successor delegate lists under the provision of Rule 2.B., identifying the delegate to be replaced.

Submitted in accordance with Standing

Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

Contact Person: John Washington, Maryland

AMENDMENTS AFFECTING STANDING RULE 5

Rule 5. State Delegations

B. Each delegation shall elect a chairperson and vice-chairperson at its first meeting during the Annual Meeting unless previously elected by the NEA members within the state or the state representative assembly *or the state's NEA Representative Assembly delegates at the state association's first caucus session prior to the Annual Meeting.*

Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

Contact Person: Glenn Harrison, Oregon

Rule 5. State Delegations

B. Each delegation shall elect a chairperson and vice-chairperson at its first meeting during the Annual Meeting unless previously elected by the NEA members within the state or the state representative assembly. *The form certifying the election of the chairperson and vice-chairperson shall be submitted to the Committee on Constitution, Bylaws, and Rules by the close of the first business meeting of the Representative Assembly.*

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENTS AFFECTING STANDING RULE 6

Rule 6. Order of Business and Debate

D. Any delegate who is recognized by the chair shall give his/her name, *indicate whether he/she is a teacher or administrator* and *give his/her* state, and shall indicate whether speaking as an individual or as spokesperson for the state delegation before speaking to a point under discussion. No member shall speak and/or be recognized in debate more than twice to the same question during the same meeting, nor longer than two minutes at one time if speaking as an individual or three minutes at one time if speaking for the delegation, unless permission is granted by majority vote of the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.b. (by a state delegation)

Contact Person: David J. McMahon, Michigan

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the Chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available [at the platform] to the chairperson of each delegation by the beginning of the next business meeting. Such material shall include a brief written rationale for each new business item. New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be distributed at the first state delegation meeting. . . .

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENTS AFFECTING STANDING RULE 8

THE FOLLOWING PROPOSED AMENDMENT TO STANDING RULE 8 IS DEPENDENT UPON THE ADOPTION OF PROPOSED AMENDMENT NUMBER 2 TO THE CONSTITUTION. IN ACCORDANCE WITH STANDING RULE 9.B.4, THIS AMENDMENT WILL BE VOTED UPON FOLLOWING THE REPORT OF THE CHAIRPERSON OF THE ELECTIONS COMMITTEE PROVIDED THE REPRESENTATIVE ASSEMBLY ADOPTS AMENDMENT NUMBER 2.

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five members and at least as many additional members from each state affiliate *and the Student NEA* as the affiliate has NEA directors. The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.

C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state *and from the Student NEA* shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. . . .

The members elected from each state *and the Student NEA* shall meet the requirements set forth in Article V, Section 1 (a) and (b). Nominations of such [state] representatives shall be open except where limitations are required to comply with the provisions of Article V, Section 1 (a) and (b).

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for one year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than [six] *four* consecutive terms [as delegate, to be effective after the 1970 NEA Representative Assembly]. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the annual program by the president of the Association.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Nancy Demartra, Kentucky

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. (Add a new second paragraph)

The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows. If the number of vacancies within a state exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate with the concurrence of the resolutions committee of the state affiliate.

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 8. Resolutions Committee and Procedure

F. Procedures for Submitting Resolutions. Resolutions from delegates or members designed for consideration by the Resolutions Committee shall be submitted to [the Executive Director or] the chairperson of the Resolutions Committee *or the members of the Resolutions Committee from their states* not later than 6 p.m. of the day when the first business meeting of the Representative Assembly takes place.

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT AFFECTING STANDING RULE 9

Rule 9. Amendments [, Submission and Vote]

A. Constitution and Bylaws

1. Constitution: Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing, and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the third business meeting of the Representative Assembly.

(a) [Editing: Amendments to the Constitution shall be checked, reviewed, and, if necessary, edited by the Committee on Constitution, Bylaws, and Rules and] *Presentation by Title: These amendments shall be* presented by title by the chairperson of the committee to the Representative Assembly immediately preceding the Representative Assembly at which [it is] *they are* to be voted upon.

[The editing responsibilities of this committee shall include that of combining two or more amendments of a similar intent into a single amendment, if the final amendment is agreed to by the contact person for each group making the original amendment involved.]

(b) Printing and Distribution: The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution. Titles and texts of proposed amendments to the Constitution along with the name and state of the contact person shall be available upon request to any NEA member no later than 90 days following adjournment of the Representative Assembly. The text of the proposed amendments shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

2. Bylaws: Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

(a) [Editing: Amendments to the Bylaws shall be checked, reviewed, and, if necessary, edited by the Committee on Constitution, Bylaws, and Rules and] *Publication: These amendments shall be* printed in an official publication sent to all members at least sixty (60) days prior to [its] *their* consideration. [The editing responsibilities of this committee shall include that of combining two or more amendments of a similar intent into a single amendment, if the final amendment is agreed to by the contact person for each group making the original amendments involved.]

(b) Printing and Distribution: The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Bylaws so that they are sequential by bylaw. The text of proposed amendments to the Bylaws along with the name and state of the contact person shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

3. Editing: Amendments to the Constitution and Bylaws shall be reviewed and, if necessary, edited by the Committee on Constitution, Bylaws, and Rules.

The editing responsibilities of this committee shall include (a) combining two or more amendments of a similar intent into a single amendment, if the final amendment is agreed to by the contact person for each group making the original amendments involved; (b) printing identical amendments as a single amendment with the contact persons of each listed with the amendment; and (c) dividing an amendment at the discretion of the committee and with the consent of the contact person to enable the component parts of an amendment to be voted upon independently of each other.

[3.] *4.* Discussion: The Committee on Constitution, Bylaws, and Rules shall hold an open hearing on proposed amendments to the Constitution and Bylaws at a time and place to be announced in the printed program. A representative of the petitioners shall be requested to attend the open hearing to explain the intent of a proposed amendment. The Representative Assembly shall discuss the proposed amendments prior to voting.

[4.] *5.* Titles on Ballot: Titles of amendments to both the Constitution and Bylaws appearing on the printed ballot shall summarize the intent of the amendment, including the significance of the deletions as well as the changes and/or additions.

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENTS AFFECTING STANDING RULE 10

Rule 10. Elections, Committee and Procedure

E. Campaign Expenses. Candidates for President shall be limited to an expenditure of $15,000. Candidates for Vice-President, Secretary-Treasurer, membership on the Executive Committee or at-large membership on the Board of Directors or the Executive Committee shall be limited to an expenditure of $7,500. *In the event a runoff election is necessary, candidates in said runoff shall be allowed $1,000 for the purpose of the runoff election.* Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 10. Elections, Committee and Procedure

E. Campaign Expenses. Candidates for President shall be limited to an expenditure of $15,000. Candidates for Vice-President, Secretary-Treasurer, membership on the Executive Committee or at-large membership on the Board of Directors or the Executive Committee shall be limited to an expenditure of $7,500. *Effective with the 1977-78 campaign year, travel expenses, including transportation, hotel, and meal costs (exclusive of multiple meals for the purpose of entertaining), for the candidate or the candidate's surrogate for attendance at a specific meeting shall be excluded from the expenditure limit set forth in this rule.*

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 10. Elections, Committee and Procedure

E. Campaign Expenses. Candidates for President shall be limited to an expenditure of $15,000. Candidates for Vice-President, Secretary-Treasurer, membership on the Executive Committee or at-large membership on the Board of Directors or the Executive Committee shall be limited to an expenditure of $7,500. *No portion of dues money collected at the local, regional, state, or national level shall be used to promote the candidacy of any individual for an NEA office.*

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 10. Elections, Committee and Procedure

G. Nominations. At the first meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3, and Article V, Section 1 of the Constitution.

[3. There shall be not more than one nominating speech for any one candidate. Speeches made by candidates shall be in reverse order of nominating speeches. If the number of candidates nominated equals the number of positions to be filled, the chair shall declare such candidates elected.

[4. A person nominating a candidate for the office of President, Vice-President, Secretary-Treasurer, or a position on the Executive Committee shall be seated on the platform and may make a nominating speech of no more than three minutes.

[5. Each candidate nominated for President shall be given an opportunity to speak for five minutes. Candidates for Vice-President, Secretary-Treasurer, and members of the Executive Committee shall be given three minutes each. A candidate may use all or a portion of the total time allotted for the nominating speech. Each candidate shall file with the Committee on Constitution, Bylaws, and Rules the name of the nominator and the candidate's choice of the use of the allotted time.

[6. A person nominating an at-large candidate for the Board may make a nomination and then a one-minute nominating speech or yield that one minute to the candidate nominated. An at-large candidate for the Board shall be given an opportunity to speak for two minutes and may use all or a portion of the total time allotted for the nominating speech. An at-large candidate shall file with the Committee on Constitution, Bylaws, and Rules the name and microphone number of the nominator, and the candidate's choice of the use of the allotted time.]

3. Candidates will be nominated by delegates from the floor. Following the announcement of the nomination, the candidate or a designee will have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given five minutes for this purpose. Candidates for Vice-President, Secretary-Treasurer, and Executive Committee shall be given three minutes. Candidates for at-large positions on the Board of Directors shall be given two minutes. If the number of candidates nominated equals the number of positions to be filled, the chair shall declare such candidates elected.

[7.] 4. The Committee on Constitution, Bylaws, and Rules shall be in charge of timing all speakers. Each speaker who is allotted more than one minute shall be given a one-minute warning before the time has elapsed, and the timekeeper shall stand at the end of the allotted time.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: John C. Sincaglia, New Jersey

Rule 10. Elections, Committee and Procedure

H. Election. Elections shall be by printed ballot by the delegates to the Representative Assembly.

1. The names of candidates shall be placed on the first ballot in the order determined by lottery by the candidates or their designees immediately following the close of nominations at the Representative Assembly; on subsequent ballots the order also shall be determined by lottery by the candidates or their designees. [Elections on the first ballot shall be on the second day of the Representative Assembly.]

The candidates or their designees, no later than 30 minutes after the nomination and acceptance speeches have concluded, shall assemble at a place designated by the chairperson of the Committee on Constitution, Bylaws, and Rules. The lottery shall be held under the supervision of the chairperson of the Elections Committee and in the presence of the chairperson of the Committee on Constitution, Bylaws, and Rules or designee.

In the event that a candidate or designee fails to appear at the appointed time and place, the chairperson of the Elections Committee shall draw for that candidate.

The order of the lottery shall be as follows: For placement on the first ballot, the candidates shall draw in order determined alphabetically by the states of the candidates. For placement on a runoff ballot, the candidates shall draw in order of the highest number of votes received on the previous ballot.

[1.] *2. Elections on the first ballot shall be on the second day of the Representative Assembly.* Polls for voting on the first ballot shall be open from 7 a.m. to 12 noon on election day at such place or places as the President shall designate.

[2.] On the first ballot, delegates shall vote for positions as follows. . . .

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 10. Elections, Committee and Procedure

H. Election.

9. The chairperson of the Elections Committee shall present the report of each balloting to the Representative Assembly. *In the event that each of two or more incompatible amendments receives the required numbers of votes, the amendment receiving the greatest number of votes shall prevail.*

Submitted in accordance with Standing Rule 9.B.1.d. (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT AFFECTING STANDING RULE 13

Rule 13. Definition of Terms

C. One-person—one-vote principle shall mean a voting procedure by which the vote of each member of the constituency has equal weight, so that in the elected governing body, each [delegate] *vote* represents approximately the same number of constituents as each and every other [delegate] vote.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Judith M. Owens, New Jersey

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

NEA State Affiliates Attack Migrant Education Problems

State affiliates in Arizona, Florida, Michigan, and Texas have entered into cooperative agreements with the NEA Migrant Project, approved by the NEA Board of Directors in May of 1974 and staffed January 1975.

Committees of educators and state association leaders are studying the problems within their respective states, monitoring migrant education programs and working cooperatively with allied organizations. NEA has been providing assistance in setting up workshops, planning meetings, providing consultation, and drafting migratory legislation.

According to Roy O. Fuentes, director of the NEA Migrant Project, 300,000 of the 800,000 children of migrant farmworkers in the United States work with their parents and contribute to the family income. Primarily Chicano, Black, Asian, Puerto Rican, West Indian, and Appalachian White, they exist at the margins of society, victims of low wages, limited education, low skill levels, with critical health and housing needs.

Attending school sporadically in four to five states each year, these children average 5.3 years of education, drop out of school to enter the work force full-time at age 12 or 13 and can anticipate an estimated annual wage of $2,200, Fuentes said.

He added that traditional school systems trap children of migrant farmworkers in the poverty cycle, ignoring the need for interstate transfer of academic credits earned and denying them equitable access to educational opportunities.

The Michigan Education Association instituted a needs assessment for teachers of migrant children and is increasing their acceptance and participation in local bargaining units. Michigan's migrant students are predominantly Spanish speaking who need language development and tutorial programs to fill gaps caused by frequent moves from one school to another.

The Migrant Education Committee of the Arizona Education Association's Association of Classroom Teachers, meeting regularly since September, submitted three resolutions on migrant education to the AEA delegate assembly and a proposal to NEA on migrant funds in Title I programs. The committee works closely with the state department of education and was represented when the state department requested the governor to proclaim the month of October Migrant Education Month. Committee participation in regional and national conferences on migrant education also is planned.

NEA state affiliates in Florida and Texas have organizational and planning meetings scheduled March 18-20 in Tampa, Fla., and March 25-26 in Austin, Texas.

Members of the Florida Teaching Profession Migrant Education Committee are Gerald Burke, chairperson (West Palm Beach); Doris Maynor (Titusville); Tommy Bart (Longwood); David Ballinger (Sebring); John Myrick (Lakeland); Bill Moore (Lake Mary); Mamie B. Young (Sarasota); Nancy Beehler (Fort Myers); and Kathy Sheehy (Boynton Beach).

The Texas State Teachers Association Migrant Education Committee members are Guadalupe Castillo (Edcouch), Evelon Dale (Brownsville), Clarice Fennell (Plainview), Mal Machee (Hereford), and Cora Torres (Fort Worth).

Members of the Arizona Education Association Migrant Education Committee discuss the state's migrant education problems. Committee Chair Josie Herndon (Wellton) sits at head of table. Others (clockwise) are J. O. "Rocky" Maynes, state director of Migrant and Bilingual Education; Donald Brink, Education Program Specialist for the state department of education; Naomi Cowley, president, Arizona Classroom Teachers Association; Dora Rios (Avondale); Belen Servin (Littleton); and Laura Trujilla (Casa Grande). Committee members not present: Ralph Lara (Morenci), Ketty Long (Picacho), Rhoda Richardson (Chinle), and Carmen Taylor (Richfield).

Members of the Michigan Migrant Education Task Force at a recent meeting in the MEA building. Front row (from left): Aden Ramirez of Alpena, Jane Thocher of Hart, Adelfa Arrendondo of the MEA staff, and Robin Briggs of Holland. Back row: Alice Schinkel of Lansing, David Hartman of the UniServ staff, Adolph Kunasiewicz of Otter Lake, Lennie Skipper of Saginaw, and Carol Huyser of New Richmond.

New Federal Office Serves Asians and Pacific Americans

WASHINGTON, D.C.—Described as a "breakthrough long overdue," the United States Office of Education has established an Office of Asian and Pacific American Concerns.

At a recent meeting of NEA's Minority Affairs Committee, Paul Tanaka, chairperson of the NEA Asian and Pacific Islanders Caucus, remarked, "Asians are the last of America's major ethnic minority groups to be singled out for special attention. The door is now open. I have great hopes that our concerns will now be heard."

USOE already has offices that work on special concerns of Afro Americans, the Spanish speaking, First American, and women.

The new office will monitor equality of opportunity, establish communication with Asian and Pacific American communities and give them a chance to help develop educational policies and programs—functions which are consonant with needs expressed by participants in NEA's Teacher Rights Conference on Equal Educational Opportunity for Asians and Pacific Islanders held November 1975 in San Francisco. According to USOE, 207,600 Asian or Pacific American children attend U.S. elementary and secondary schools and 50,000 attend colleges and universities.

Guidelines, Dates Set for 1977 NEA Representative Assembly

WASHINGTON, D.C.—Plans are under way here for the NEA's 1977 Representative Assembly this summer in Minneapolis, Minnesota.

NEA's Constitution and Bylaws mandate specific requirements for the election of Assembly delegates including: (a) open nominations; (b) secret ballot; (c) one-person—one-vote; (d) proportional representation by education position; (e) terms of delegates; (f) successor delegates; and (g) ethnic-minority representation.

NEA delegate election guidelines require that challenges to the election of one or more delegates due to alleged violations of these requirements (except for ethnic-minority representation) must be submitted in writing by an Association member no later than June 1. Challenges go to the NEA Credentials Committee, which is chaired by John W. Washington, NEA director for Maryland.

Information or challenges relating to the compliance of state and local affiliates with the requirements of Bylaw 3-1 g (ethnic-minority representation) may be provided by an Association member to the Credentials Committee at any time prior to the first business meeting of the Representative Assembly—11 a.m. July 3.

Some other dates and times for the Annual Meeting include:

- May 15 is the date by which state presidents must have transmitted all local and state Official Delegate Reports to NEA.
- Delegate preregistration material will be mailed during the week ending June 10.
- The registration desk opens in Minneapolis at noon on Friday, July 1, 1977. Delegate registration closes at 8 p.m., Saturday, July 2. Registration for successor delegates who are becoming delegates closes officially at 5 p.m. on July 3; however, these persons should register by 8 p.m., Saturday, July 2, also so that they may be included in the Preliminary Report of the Credentials Committee. Nondelegate registration continues through 5 p.m. on Wednesday, July 6.

Nominations Open for Friend of Education Award

WASHINGTON, D.C.—The NEA Board of Directors will present its sixth annual Friend of Education Award during ceremonies at the 1977 NEA Annual Meeting. Previous recipients of the award: Former President Lyndon B. Johnson, 1972; Sen. Abraham A. Ribicoff, 1973; Rep. Carl D. Perkins, 1974; Terry Sanford, 1975; and Roy Wilkins, 1976.

The award recognizes either a specific accomplishment or a long-term contribution to the betterment of American education. Nominees may be public officials or private citizens, and selection of finalists will be made regardless of age, sex, race, color, or creed.

Any members of NEA or a local or state association may nominate a recipient for the award by completing a form which is being sent to all state and local associations. Additional copies may be obtained from David Foerster, staff contact at NEA Center. Nominations for the 1977 award must be postmarked by April 15, 1977.

Montana Teachers Retain Right To Strike

BUTTE, MONTANA—The Montana Education Association and other public employee organizations have beaten back two attempts here to outlaw public employee strikes in the state.

The progressive Montana public bargaining statute—like teacher and public employee bargaining laws in a number of states—has been under attack by forces attempting to gut it. Two bills were introduced in the conservative Montana state senate this year to outlaw strikes and allow district courts to impose severe penalties against strikers. But MEA mobilized teachers in a strong lobbying campaign and killed both proposals.

Montana's law, now safe at least until the legislature meets in 1979, has been unanimously interpreted by the state supreme court as giving state, county, city, university, and school district employees the right to strike. Patterned closely after the National Labor Relations Act, the statute is considered by many to be the most liberal public employee law in the country.

NEA is recommending "The Wonderful Kangaroo," an NBC-TV special one-hour program at 8 p.m. (Eastern time) April 13. The special, narrated by actor Peter Ustinov, was filmed by Emmy-winning cinematographers Des and Jen Bartlett over 80,000 miles of Queensland, New South Wales, Victoria, and other sections of Australia.

Teachers Have Right to Privacy, Wyoming Courts Rule

LINCOLN AND WESTON COUNTIES, WYOMING—Two teachers living at opposite ends of the state who were dismissed in separate cases because their school boards didn't like their marital status or physical conditions have been vindicated in lawsuits backed by NEA's DuShane Fund and the Wyoming Education Association. Annabel Stoddard of Lincoln County, in the western section of the state, was awarded $43,800 in U.S. District Court and is seeking reinstatement.

Though charged with lacking adequate discipline, classroom housekeeping, or the "dynamics necessary to motivate students," Stoddard was really punished for her stoutness, divorced status, and general life style, WEA officials said.

Stoddard, a third-grade teacher, taught two years before her contract was not renewed for the 1975-76 school year. A first-year evaluation by her principal showed that she had motivated several of her slower students.

A year later, the principal asked her to reduce and expressed concern about a light in her bedroom on evenings when her children weren't home. Still later, she was told she wouldn't be reappointed, but could apply for a high school position if she came up with a physical education program. Her program was rejected as too idealistic. Stoddard's letter of termination did not contain any reasons for her dismissal.

Stoddard won her case on the grounds that her dismissal was motivated by reasons that infringed upon her right to personal privacy.

DIABETIC FIRED

In a similar case across the state in Weston County, which borders South Dakota, high school English teacher David Holso was reinstated and awarded $4,000 in back pay as well as nearly $10,000 in damages and attorney's fees.

Holso's contract was not renewed for the 1975-76 school year because he had diabetes and a physical handicap, used strict grading practices, and dated an unmarried female teacher. After he told his students about the superintendent's charges against him, Holso was suspended and then dismissed in mid-year, despite the fact that he was tenured and had taught in the district for eight years.

At Holso's nonrenewal hearing, testimony made a mockery of the superintendent's charges.

Holso's court judgment states that he was dimissed for constitutionally impermissible reasons for which he had no prior warning. In addition, his constitutional rights of free association, due processs, and privacy were violated.

NEA joined with the nation's civil rights leaders in exploring the needs of the inner-city poor at the recent annual meeting of the Leadership Conference on Civil Rights in the nation's capital. From left: Gloria Starks, NEA legislative consultant, and James Green, NEA manager for legislation, confer with Roy Wilkins, outgoing chairperson of the conference, and Mrs. Wilkins. Executive director of the NAACP, Wilkins is retiring in July. He was the recipient of NEA's Friend of Education Award last year.

Nevada Supreme Court Upholds Teacher's Right to Association Activities

CLARK COUNTY, NEVADA—The Nevada Supreme Court has ruled that a Las Vegas junior high school teacher cannot be dismissed for his activities on behalf of his professional association.

James Rathbun was reinstated in his teaching position after his dismissal by the school board in February 1975 on grounds of insubordination and unprofessional conduct following a series of disagreements with his principal. At the time, Rathbun was president and chairperson of the Clark County Classroom Teachers Association's grievance committee.

Rathbun, who had taught for seven years and was considered an excellent teacher, was dismissed shortly after Rathbun filed and won a grievance which charged his principal with violating the contract by refusing to meet with the Teachers Advisory Council and unilaterally announcing extensive changes in school procedures.

The school board tried to rely upon a written reprimand and notice of intention to recommend for dismissal given Rathbun by the county school superintendent *nearly two years earlier* for criticizing members of the school administration in a university class. State law requires that a teacher be given written notice of objectionable conduct and helped to improve within three months. That particular problem was solved within the three-month period, the court later found.

Rathbun's firing was upheld by the school board's hearing commission, but the teacher was vindicated in state court. The trial judge ruled that the hearing commission had misused the three-month warning statute "by employing the November 1973 admonishment to embrace diverse and dissimilar acts within the broad description of unprofessional conduct."

The charges against Rathbun—that he filed grievances without permission of the teachers involved and that he referred to the principal in a derogatory manner while handing out assignment papers—were not sufficient legal cause for dismissal, said the trial court.

The Nevada supreme court agreed, upholding the lower court ruling that written admonishments must be given to teachers "for each diverse and dissimilar type of conduct relied upon . . . as grounds for dismissal."

Rathbun's lawsuit was supported by the NEA DuShane Fund, the Nevada State Teachers Association, and the Clark County Classroom Teachers Association.

Auto Rental Discount Now 30% for NEA Members

WASHINGTON, D.C.—NEA members now can get a 30 percent discount on Hertz regular-time and mileage-rate auto rentals, NEA Special Services announced last month. The 30 percent discount applies on domestic Hertz rentals (including Puerto Rico).

Members can also get a 10 percent discount on Hertz specials—daily, weekend-holiday, or monthly—but the discount does not apply to tour package rates. The NEA discount on international Hertz rates remains 10 percent.

Members may request the new rates by showing their NEA/Hertz discount card or merely by identifying themselves as NEA members and requesting the discount.

An NEA/Hertz discount card may be ordered via the coupon on page 9 of the latest NEA Special Services *Catalog of ECOnomic Services*.

NEA Fights Back on Political Dues Check-off

WASHINGTON, D.C.—NEA has stepped up its pressure on Congress in the continuing battle to retain the "reverse dues check-off" system for collecting voluntary political contributions from teachers.

The system—under which NEA members who pay through payroll deduction also have a $1 NEA-Political Action Committee contribution deducted—has been under attack for more than a year by the Federal Election Commission and such diverse groups as the Right To Work Committee and Common Cause.

Testifying before the Senate Subcommittee on Privileges and Elections March 3, NEA Executive Director Terry Herndon pointed out that the NEA-PAC contribution is fully voluntary since members are informed that it is not a condition of membership and that they may obtain a refund of the entire amount. Yet, he noted, in the 16 states using the check-off, only 16 percent of the members have asked for refunds.

Further, stated Herndon, NEA's contention that the system is legal "is based on the legislative history developed in the Congress (on the federal election law) and on various rulings in case law." In addition, he said, the political funds are kept entirely separate from dues monies at all association levels.

Herndon declared that the selection of regulations on the federal election law which would ban the reverse dues check-off as proposed by FEC "exceeds the authority and intent" of the law and "FEC ought not be permitted to usurp the powers of Congress." Since the initial FEC inquiry, he noted, NEA has "filed numerous documents supporting our legal right to use the collection system and explaining other reasons for it. In addition, we presented formal testimony defending the system. To date, the FEC has not responded formally to us about these matters."

Massachusetts Professors Vote NEA/MTA

BOSTON—By a decisive vote, University of Massachusetts faculty here and in Amherst have chosen NEA/Massachusetts Teachers Association affiliates to represent them in collective bargaining.

Tally in the UMass run-off election was 865 for the Massachusetts Society of Professors/Faculty-Staff Union, 680 for no agent, and 74 challenged ballots.

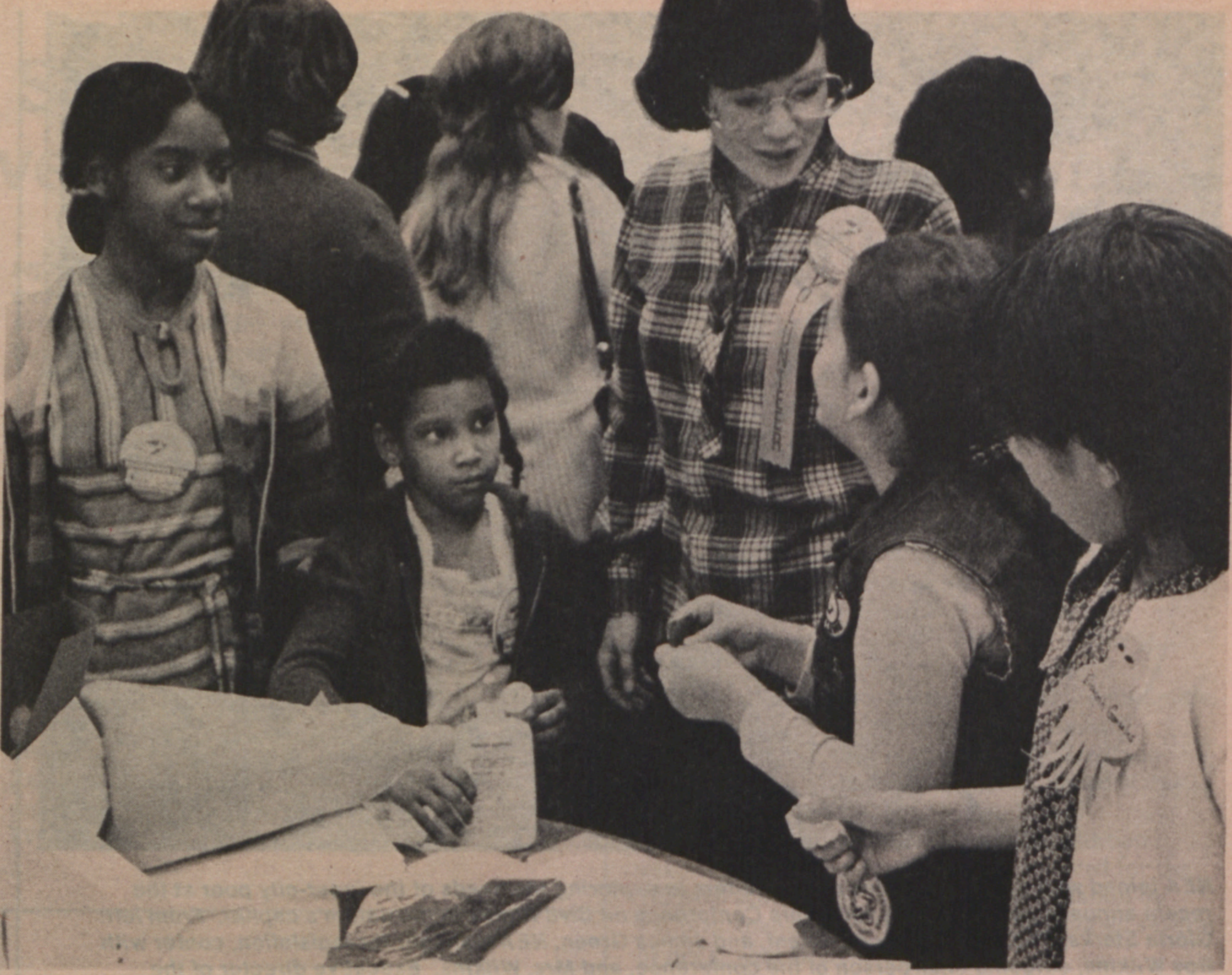
The NEA/Massachusetts Teachers Association affiliates had been endorsed by the AAUP chapter at UMass following the first balloting in December, in which AAUP ran a poor third behind MSP/FSU and "no rep."

As in the earlier election, UMass President Robert Wood once again seemed to be trying to buy faculty off in the final days before the runoff with vaguely worded hints about imminent pay raises—raises that would be delayed, of course, if bargaining were adopted. UMass faculty, their salaries frozen for over three years, refused to fall for this ancient management ploy.

MSP and FSU are now forming a joint coordinating committee to bargain a single master contract for the two campuses. The 2,000 UMass faculty have already been surveyed to determine priorities among the many potential items to be negotiated.

Caring about the Environment

Houston Teachers and Students Get Involved in Involvement



Houston Teachers Association member Linda Smith, an Involvement Day volunteer, checks to see if students at the crafts table have all the materials they need to create monsters and other inventions from egg cartons, empty thread spools, and other recycled materials.

HTA members Susan Scamp, who teaches junior high science, and elementary teacher Ann Landry point out moss on a tree branch from the indoor nature trail to young visitor. Sand, water, trees, recorded sounds of wildlife, a stuffed owl, skunk, prairie dog, and tortoise helped recreate Texas gulf coast nature areas.

Younger children colored in an underwater sea scene donated by students from Houston's Barry Elementary School, while their older brothers and sisters painted large cardboard boxes taped together and given cut-out faces.

Day

HOUSTON, TEXAS—Jacques Yves Cousteau, the French underwater explorer who made Calypso and water planet household words, was the unpretentious hero of his fourth "Involvement Day" held here February 12.

The Cousteau Society's event, billed as "a day of learning and a celebration of the water planet in the spirit of the Calypso," attracted 11,120 people, not counting children under six, for a day of films, speeches, songs, and other entertainment.

The events were sponsored by the Houston Citizens' Environmental Coalition and supported by the Houston Teachers Association. HTA distributed Involvement Day flyers to its 6,000 members, hosted a cocktail party for Cousteau, and provided volunteers. Many teachers brought their students for the day.

The Houston event was the first in the Southwest. Others were held last year in Lakeland, Florida; Anaheim, California; and Milwaukee. Boston will be the site of an Involvement Day on May 14 and Seattle on October 29 of this year.

Opposes Nuclear Plants

"It really warms me up," said Cousteau of the deafening standing applause he received when he first appeared in the morning, recovering from the flu.

He urged his listeners to fight a growing skepticism that individuals lack power. "Public opinion will always prevail," he said.

In his major address, given during the early evening, however, Cousteau spoke of failures in California and Oregon last year to halt the spread of nuclear power plants, efforts in which he participated.

The accident of his son Philippe, who is still recovering from nerve damage after breaking his knee in a helicopter accident while exploring an island last October, caused him to meditate, "Is there an acceptable level of risk?"

Not just in exploration, but in expanding nuclear-powered plants. "We decide the risk for people yet unborn," Cousteau charged. "This is the supreme crime."

During his diving experiences, he said, he discovered that caves always have submerged sand bars at exactly 150 feet. Later he concluded that the ocean level was 150 feet lower 10,000 to 12,000 years ago.

While diving off the coast of Spain in 1962, he found heaps of oyster shells at 560 feet, evidence of human settlement 17,000 years ago. The ocean level is obviously rising, Cousteau pointed out.

What if, he hypothesized, the polar ice caps melt, causing the ocean to rise 200 feet and submerging all the world's large cities? Some in the audience clapped, evidently thinking it might be worth the disaster to get rid of cities, including Houston, the country's third largest seaport.

Tidal Wave Threat?

Last summer in the Aegean Sea, continued Cousteau, he examined the damage to islands from an ancient 360-foot-high tidal wave moving at 200 miles an hour. The wave destroyed fortifications and sunk fleets near Crete, and some even think it might be the wave which parted the Red Sea during the flight of the Israelites from Egypt.

What if another tidal wave comes, he asked, and this time it destroys nuclear power plants in its path? "This is not reassuring to the people of California and Oregon," said Cousteau.

Although the United Nations reports only 70 power plants worldwide at the moment, it estimates that by the year 2000 there will be 1,000.

Yet as much energy can be recovered from safer, natural sources such as the ocean, wind, and methane recovered from kelp.

Nuclear "techno-twits" oppose such alternatives, said Cousteau, who observed, "Education does not improve good sense or judgment—it stuffs the head with facts."

Control of nuclear power "is right here," he said, indicating the audience, which awarded him a standing ovation.

NEA Resolution on Environmental Education

NEA's Representative Assembly passed resolution A-4, Environmental Education, in 1973, reaffirming it in 1974, 1975, and 1976.

"The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education: (a) for use, stewardship, and preservation of a viable environment; (b) to eliminate pollution; (c) to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival; and (d) to promote establishment of federal Wilderness Areas.

"The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

"The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns."

Jacques Cousteau met with NEA President John Ryor on January 11, and Ryor urged NEA affiliates to cooperate with the Cousteau Society's "Involvement Days," day-long Saturday environmental programs in Houston, Boston, and Seattle this year. NEA has endorsed "Oasis in Space," a series produced by Cousteau's son Philippe, shown on the Public Broadcasting Service through April.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Gun Control

As a result of N.E.A.'s stand on gun control [February issue], I will be forced to drop my membership in your organization at the end of this school year.

Robert Woodward, Jr.
Sacramento, Calif.

I think it is unnecessary for NEA to take a stand on this issue. . . .

Carol Swift
Sparks, Nev.

I think we should be intelligent enough to recognize that social problems are the real cause of crime. Until we do something about those problems crime will continue to rise, with or without guns.

Glenn Foster
Penn Run, Penna.

In the future, I feel the membership should be polled before a policy, that is outside the educational arena, is instituted.

Paul Partenope
Gorham, New Hampshire

I suggest that N.E.A. work toward making changes in those areas dealing directly with crime and violence. Work for less violent programming in television and theaters; punishment for lawbreakers; more judges to enable speedy trials; community programs for youthful offenders; community programs to involve parents of students in schools having high incidence of violence.

Brian W. Smith
Mt. Holly Springs, Penna.

If we didn't have people like the N[ational] R[ifle] A[ssociation], children like mine could not have a hand gun.

I am sure countries like Russia would love to read articles like yours.

Wanda Haynes
Alpine, Texas

Teacher Strikes

Strikes by teachers are unconstitutional, undemocratic, and unwise.

Warren Himmelberger
Wellesley Hills, Mass.

I am proud to be a member of the NEA which is "becoming more powerful," the New York Educators Association, and the Buffalo Teachers Federation. I am proud to have been professional enough and to have cared enough to go on strike to provide the children of Buffalo with a quality education and would do it again if necessary.

Nancy S. Schor
Buffalo, New York

Members' letters are welcome. Please address them to Editor, NEA REPORTER, **1201 Sixteenth St., N.W., Washington, DC 20036.**

Political Action

This classroom teacher of nine years and principal of eighteen years is very proud of the political push and activities of my Alabama Education Association and my national NEA. For years we in the profession have faithfully taught the students the vagaries of the democratic and political process.

Today we are only belatedly doing what we should have been doing throughout the years. We are joining the democratic and political process and playing the game we have been teaching all these years.

Roy Higginbotham
Birmingham, Alabama

School Finance

Your Feb. issue of the N.E.A. REPORTER takes up the Crisis in School Finance. Why not persuade President Carter to use the $50 he wants to give everyone, for education. He could return that money to the states for education with *no federal strings attached.* He wouldn't attach strings if he gave it to the citizens. It should be earmarked for Education and nothing else.

Muriel E. Ringstad
Kelso, Wash.

Bilingual Teacher

I was most interested in "Los Angeles Staff & Teachers Go Bilingual" in your January issue of NEA REPORTER. I am even more interested in obtaining further information on the Michel Thomas Language Immersion Course described in the article.

Doris B. McNeill
Fayetteville, North Carolina

After reading the article about Michel Thomas, we are very interested in receiving more information about him. We would like to inquire about having him come to Modesto to do a workshop.

Teeny Allen
Modesto, Calif.

If the instructor in your article is such a master teacher with his new technique, I suggest he go on television in Los Angeles and teach English. In two weeks he will have solved the bilingual problem and everyone will be speaking English. Evidently the gift of tongues has returned.

William M. Beck
Peoria, Illinois

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA REPORTER.

Five roll-call votes were taken at the December 1976 meeting of the Board:

1. NYEA DIRECTOR SEATS

Motion: ROSSOMANDO—CHAFFEE

Defeated, by roll call vote, a motion to allow the four (4) former incumbent directors of New York Educators Association to remain seated as NEA Directors until August 31, 1977.

(102—NO, 16—YES, 6—ABSTAIN,
7—NOT VOTING)

2. HILDA MAEHLING FELLOWSHIPS

Motion: DENNY—G. LEWIS

To authorize an annual expenditure of $5,000 to be applied to grants awarded according to the guidelines established by the Hilda Maehling Fellowships Committee.

(116—YES, 2—NO, 13—NOT VOTING)

John Washington (MD), *Harlan Bauermeister* (MN), and *Lauri Wynn* (EC) were absent during the roll call vote but requested their affirmative positions recorded.

3. LEGISLATIVE COMMITTEE RECOMMENDATION

Motion: BUTLER—NEBLETT

To concur with the recommendation of the Legislative Committee to authorize the Executive Director to implement the staff recommendations regarding NEA's proposed federal collective bargaining statute in order to make it consistent with the Supreme Court decision in the *National League of Cities* case.

(117—YES, 5—NO, 9—NOT VOTING)

The Wisconsin directors voted in the negative and submitted the following statement:

> "The Wisconsin directors stand in support of a federal collective bargaining bill for public employees. However, we voted in opposition to the proposed bill because we believe there were questions of a serious nature that remained unanswered."

LONG-RANGE PLANNING COMMITTEE RECOMMENDATION

4. *Motion: LOYD—PISA*

Defeated, by roll call vote, a motion to postpone consideration of the Long-Range Planning Committee recommendation regarding state presidents' attendance at Board meetings with expenses paid by NEA.

(64—NO, 56—YES, 11—NOT VOTING)

5. *Motion: D. MURPHY—NALL*

Defeated, by roll call vote, a motion to concur in the Long-Range Planning Committee recommendation that the Board of Directors invite state association presidents to attend meetings of the NEA Board of Directors as observers, with expenses for all Board meetings except for the Board meeting held in connection with the Annual Meeting borne by the NEA.

(100—NO, 20—YES, 11—NOT VOTING)

Ruth Keeling (MO) voted in the negative and submitted the following statement:

"I (Ruth Keeling) wish to explain my 'no' vote on this item as I do not approve of large expenditures of funds by action of the Board unless those expenditures are unanticipated and/or emergency in nature. I feel that this item could have been recommended to the Budget Committee for consideration in the 1976–77 budget and voted on by the 1976 Representative Assembly. Having failed to do this, then the recommendation should be presented to the Budget Committee for consideration in the 1977-78 budget to be voted on by the 1977 RA. If it has adequate merit, the NEA members will act accordingly, I feel."

KEY: "Y" voted in favor of the issue
"A" abstained on the issue
"N" voted in opposition to the issue
"O" not voting (includes absentees and nonrespondents)

		Roll Call Vote #				
NAMES	**STATE**	**1**	**2**	**3**	**4**	**5**
Butler	Ala.	N	Y	Y	N	N
Dotson	Ala.	N	Y	Y	N	N
Potter	Alaska	Y	Y	Y	Y	N
Rochford	Ariz.	N	Y	Y	N	N
Thompson	Ark.	N	Y	Y	Y	N
Eddy	Calif.	N	Y	Y	N	N
Estrellas	Calif.	N	Y	Y	N	N
Foglia	Calif.	N	Y	Y	Y	N
King	Calif.	N	Y	Y	N	N
Kuiper	Calif.	N	Y	Y	N	N
Logue	Calif.	0	0	Y	N	N
Tinson	Calif.	N	Y	Y	Y	N
Woodruff	Calif.	N	Y	Y	N	N
Boggs	Colo.	N	Y	Y	N	N
Bradshaw	Colo.	N	Y	Y	N	N
Bell	Conn.	Y	Y	Y	Y	N
Rossomando	Conn.	Y	Y	Y	Y	N
Gates	Dela.	Y	Y	Y	Y	Y
Murphy	D.C.	N	Y	Y	Y	N
Martin	Fla.	N	Y	Y	N	N
Myrick	Fla.	N	Y	Y	N	N
Cantey	Ga.	Y	Y	Y	N	N
Husbands	Ga.	Y	Y	Y	N	N
Wright	Ga.	Y	Y	Y	0	0
Fujimori	Hawaii	Y	Y	Y	N	N
Ducker	Idaho	N	Y	Y	Y	N
Estrop	Ill.	N	Y	Y	Y	N
Loyd	Ill.	N	Y	Y	Y	Y
Mack	Ill.	N	Y	Y	N	N
Rich	Ill.	N	Y	Y	Y	N
Denny	Ind.	N	Y	Y	N	N
Hock	Ind.	N	Y	Y	Y	N
Halliburton	Iowa	N	Y	Y	Y	N
Mitchell	Iowa	N	Y	Y	Y	N
Peterson	Kans.	N	Y	Y	Y	N
Swanson	Kans.	N	Y	Y	Y	N
Nall	Ky.	N	Y	Y	N	N
Pessarelli	Ky.	N	Y	Y	Y	N
Kelly	La.	N	Y	Y	Y	N
Sanders	Maine	N	Y	Y	Y	N
Jones	Md.	N	Y	Y	Y	N
Washington	Md.	N	0	Y	Y	N
Flanagan	Mass.	N	Y	Y	N	N
Gaskins	Mass.	N	Y	Y	N	N
Gilmore	Mass.	Y	Y	Y	N	N
Schutt	Mass.	N	Y	Y	Y	N
Christian	Mich.	N	Y	Y	Y	Y
Duckworth	Mich.	N	Y	Y	Y	N
Jackson	Mich.	N	0	Y	N	N
Kosa	Mich.	N	Y	Y	Y	N
Safronoff	Mich.	N	Y	Y	N	N
Bauermeister	Minn.	N	0	Y	N	N
Holman	Minn.	N	Y	Y	0	0
Zins	Minn.	N	0	Y	N	N
Woods	Miss.	N	Y	Y	N	N
Keeling	Mo.	N	Y	Y	Y	N
Johnson	Mont.	N	Y	Y	N	Y
Kriha	Nebr.	N	Y	Y	N	N
Conrad	Nev.	N	Y	Y	N	N
Murphy	N.H.	Y	Y	Y	N	N
Blackburn	N.J.	N	Y	Y	Y	N
Gibson	N.J.	N	Y	Y	N	N
Neblett	N.J.	N	Y	Y	Y	N
Parish	N.J.	N	Y	Y	N	N
Stilwell	N.J.	N	Y	Y	N	N
Smith	N. Nex.	N	Y	Y	N	N
Burke	N.Y.	A	Y	Y	Y	N
Carden	N.Y.	A	Y	Y	N	N
Hedstrom	N.Y.	A	Y	Y	N	N
Koblitz	N.Y.	A	Y	Y	Y	N
McCaffery	N.Y.	0	0	0	0	0
Pisa	N.Y.	A	Y	Y	Y	N
Washington	N.Y.	A	Y	Y	N	Y
Johnson	N.C.	N	Y	Y	N	N
Jones	N.C.	N	Y	Y	Y	N
Lewis	N.C.	N	Y	Y	N	N
Kolsrud	N.D.	N	0	0	0	0
Dickau	Ohio	N	Y	Y	Y	Y
McDonald	Ohio	N	Y	Y	Y	Y
Traxler	Ohio	0	0	0	0	0
Willcox	Ohio	N	Y	Y	N	N
Wilson	Ohio	N	Y	Y	Y	N
Dyer	Okla.	Y	Y	Y	N	N
Fulton	Okla.	N	Y	Y	Y	Y
Harrison	OR	N	N	Y	N	N
Lawrence	OR	N	N	Y	N	N
Jewett	OV	Y	Y	Y	N	N
Burse	Pa.	N	Y	Y	Y	Y
D'Andrea	Pa.	0	0	Y	Y	Y
Farr	Pa.	Y	Y	Y	Y	Y
Fox	Pa.	N	Y	Y	Y	Y
Freitag	Pa.	N	Y	Y	Y	Y
Hackett	Pa.	N	Y	Y	Y	Y
Velez	P.R.	0	0	0	0	0
Mello	R.I.	N	Y	Y	Y	Y
Cooper	S.C.	N	Y	Y	Y	Y
Taylor	S.C.	0	0	0	0	0
Horgen	S.D.	N	Y	Y	Y	N
Lewis	Tenn.	N	Y	Y	N	N
Pike	Tenn.	N	Y	Y	N	N
Utley	Tenn.	N	Y	0	0	0
Avila	Texas	0	0	N	N	N
Devers	Texas	N	Y	Y	Y	N
Hunt	Texas	N	Y	N	N	N
Pendergrass	Texas	N	Y	Y	N	N
Reininger	Texas	N	Y	Y	N	N
Stephenson	Texas	N	Y	0	0	0
Canning	Utah	N	Y	Y	N	N
Chaffee	Vt.	Y	Y	Y	N	N
Coffey	Va.	N	Y	Y	N	N
Moody	Va.	N	Y	Y	N	N
South	Va.	N	Y	Y	N	N
Armbrust	Wash.	N	Y	Y	Y	N
Aucutt	Wash.	N	Y	Y	Y	N
Keeney	W. Va.	N	Y	Y	N	N
Blank	Wis.	N	Y	N	N	N
Niemeier	Wis.	Y	Y	N	N	N
Pyle	Wis.	N	Y	N	N	N
Fitch	Wyo.	N	Y	Y	Y	N
Benson (at-large)	Tenn.	N	Y	Y	N	N
Sproul (at-large)	Ky.	N	Y	Y	Y	N
Tate (at-large)	Ga.	Y	Y	0	0	0
Bowser	Ex. Com.	N	Y	0	0	0
Harrison	Ex. Com.	N	Y	Y	Y	Y
Lipscomb	Ex. Com.	N	Y	Y	N	N
Marks	Ex. Com.	N	Y	Y	Y	Y
Woodard	Ex. Com.	N	Y	Y	N	N
Wynn	Ex. Com.	N	0	Y	N	Y
McGarigal	Ex. Com.	N	Y	Y	Y	N
McGuire	Ex. Com.	N	Y	Y	Y	N
Ryor	Ex. Com.	N	Y	Y	Y	Y

Exciting Summer Vacations Abroad

Scandinavian Bargain Tours

TOUR CODES	DEPARTURE DATES	DEPARTURE GATE	PRICE*
BSC-1	June 22-July 6, 1977	New York	$399
BSC-2	June 28-July 12, 1977	Boston	$399
BSC-3	July 5-July 19, 1977	New York	$439
BSC-4	July 12-July 26, 1977	Boston	$439
BSC-5	July 13-July 27, 1977	Washington, D.C.	$469
BSC-6	July 19-Aug. 2, 1977	New York	$439
BSC-7	Aug. 2-Aug. 16, 1977	New York	$429
BSC-8	Aug. 9-Aug. 23, 1977	Boston	$429
BSC-9	Aug. 10-Aug. 24, 1977	Hartford	$429

*On all prices add 15% tax and service.

Single Supplement: $159

Price based on affinity charter airfare. Airport taxes additional (currently $4.79)

Eligibility: NEA members (six months prior membership) their spouse, dependent children, and parents living in the same household.

HIGHLIGHTS:

Copenhagen, Denmark — Stockholm, Sweden — Oslo, Norway. Scandinavia, land of magnificent scenery. Optional tours will afford you the opportunity to see the sights in each city—**Copenhagen:** Amalienborg Palace, Grundtvig Church, Houses of Parliament, Rosenborg Castle, and Orstedsparken; **Stockholm:** Town Hall, St. Gertrud and Riddarholm Churches and Waldemarsudde; **Oslo:** the Royal Palace, City Hall, University of Oslo, National Theatre, and the Nobel Institute. A variety of optional excursions will also be available.

TOUR FEATURES:

- Round-trip transportation via Maersk Air, a scheduled and charter airline of Denmark, Boeing 707 jet
- Transfers of passengers and baggage from airport and cities to hotels by motorcoach
- Accommodations—economy style, furnished with day, twin or double beds. Five nights in Copenhagen (the first three and last two nights or vice versa) rooms with private bath or shower, four nights in Stockholm, rooms with private bath or shower; four nights Olso with semi-private bath or shower (meaning one bathroom for two rooms—an optional will be offered affording private bath or shower)
- Scandinavian Continental breakfast each morning
- Tips to airport and hotel porters for one suitcase per person
- Taxes and service charges on tour inclusions

Air transportation will be by Maersk 707 jet aircraft, affinity charter basis, with a capacity of 179 seats. Should there be fewer than 179 passengers, each passenger, may, at least 45 days prior to departure, be notified of any increased pro rata cost; otherwise, the tour may be cancelled.

	Land	Air	Administrative	Total
BSC—1	$245.91	$209.94	$3.00	$458.85
BSC—2	$257.67	$198.18	$3.00	$458.85
BSC—3, 6	$291.91	$209.94	$3.00	$504.85
BSC—4	$303.67	$198.18	$3.00	$504.85
BSC—5	$301.72	$234.63	$3.00	$539.35
BSC—7	$280.41	$209.94	$3.00	$493.35
BSC—8, 9	$292.17	$198.18	$3.00	$493.35

Orient Holiday

TOUR CODES	DEPARTURE DATES	DEPARTURE GATE	PRICE*
LOH-1	June 30-July 14, 1977	Washington, D.C.	$695
LOH-2	July 5-July 19, 1977	New York	$695
LOH-3	July 12-July 26, 1977	Philadelphia	$695
LOH-4	July 17-July 31, 1977	New York	$695
LOH-5	July 28-Aug. 11,1977	Washington, D.C.	$695
LOH-6	Aug. 2-Aug. 16, 1977	New York	$695
LOH-7	Aug. 9-Aug. 23, 1977	New York	$695
LOH-8	June 30-July 14, 1977	Chicago	$695
LOH-9	Aug. 4-Aug. 18, 1977	Chicago	$695
LOC-1	July 21-Aug. 4, 1977	Los Angeles	$555
LOC-2	Aug. 9-Aug. 23, 1977	San Francisco	$555

*On all prices add 15% tax and service.

*Prices based on affinity group airfare

*Includes transfers, tips, taxes and porterage

TRANSPORTATION

Round-trip jet transportation via Japan Airlines DC-10, based on affinity group airfare.

ACCOMMODATIONS

Deluxe, air-conditioned rooms with private bath at the New Otani Tower, Tokyo, based on twin occupancy.

MEALS

- Welcome dinner at Japanese Garden Restaurant
- Optional Dine-Around meal plan available

ITINERARY

- Half-day Tokyo sightseeing tour by air-conditioned motorcoach
- Complimentary flight bag and Traveler's Guidebook
- Orient Holiday Hospitality Desk at each hotel in the cities you like
- English-speaking guides throughout

To allow each participant the maximum flexibility to visit the parts of Japan and the Orient individually desired, NEA has decided this year to base the program in Tokyo. You can spend your entire time in Japan—or you can elect one of four optional air trips. You may want to visit Hong Kong for six days; or combine Hong Kong and Bangkok for seven days; or combine Hong Kong and Singapore for seven days. If you cannot decide among these choices, you can spend five days in Bali.

Bucharest & Transylvania

TOUR CODES	DEPARTURE DATES	DEPARTURE GATE	PRICE*
BRO-1	July 1-July 15, 1977	New York	$399
BRO-2	July 8-July 22, 1977	Boston	$399
BRO-3	July 15-July 29, 1977	New York	$399
BRO-4	July 22-Aug. 5, 1977	Boston	$399
BRO-5	July 29-Aug. 12, 1977	New York	$399
BRO-6	Aug. 5-Aug. 19, 1977	Boston	$399

*On all prices add 15% tax and service.

Single Supplement: $129

Prices based on affinity charter airfare. Airport taxes additional (currently $5.20 per person)

Eligibility: NEA members (six months prior membership) their spouse, dependent children, and parents living in the same household.

HIGHLIGHTS:

Modern Bucharest with its Parisian atmosphere and the medieval appearance of the walled inner town of Brasov, set in the Transylvania Alps section of the Carpathian Mountains, are an interesting combination. Optional tours will include not only city sightseeing programs, but excursions to Kiev (U.S.S.R.), Istanbul (Turkey), the land of Dracula, Sighisoara, the Palace of Mogosoaia and the Snagov Island Monastery, Outlaw's Hut and a Black Sea resort.

TOUR FEATURES:

- Round-trip transportation via Tarom International Airlines, the international airline of Romania, Boeing 707 jet
- Transfers of passengers and baggage from airport and cities to hotels by motorcoach
- Romanian Continental breakfast each morning
- Accommodations in first-class hotels based on two persons sharing a twin bedded room with bath or shower (seven nights Bucharest, six nights Brasov)
- Tips to airport and hotel porter for one suitcase per person
- Taxes and service charges on tour inclusions

Air transportation will be by Tarom International Airlines Boeing 707 jet aircraft, affinity charter basis, with a capacity of 177 seats. Should there be fewer than 177 passengers, each passenger may, at least 45 days prior to departure be notified of any increased pro rata cost; otherwise the tour may be cancelled.

LAND: $185.85 Air: $270.00 Administrative: $3.00
Total: $458.85

NEA-Sponsored Charter Flights

transportation only 1977

Charter Code	Depart	Return	Cities	Round-Trip Price
KPA-1	June 22	August 10	New York-London-New York	$346
KPK-2	July 2	July 26	New York-Paris-New York	326
KTI-3	July 10	July 31	Balt. Wash. Int. Apt-London-Balt. Wash. Int. Apt.	335
KTI-4	July 25	August 15	New York-London-New York	282
KTI-5	July 28	August 17	New York-Brussels-New York	301
KTI-6	August 2	August 23	New York-Amsterdam-New York	297

Airfares subject to increase on pro rata basis should the number of passengers be less than capacity of aircraft.

All NEA charter flights are costed on an affinity basis. The flight coded KPA is on Pan American World Airways Boeing 707 jets with a seat capacity of 180; the flight coded KPK is on Pakistan International Airlines Boeing 747 with a seat capacity of 370; the flights coded KTI are on Trans International Airlines DC-8 with a seat capacity of 254.

To be eligible you must have held NEA membership for at least six months prior to flight departure date, per Civil Aeronautics Board (CAB) regulations. Other eligible participants: spouse, dependent children and parents of the NEA member if they reside at the same home address. The prices quoted above include U.S. departure taxes — the foreign departure taxes will be added in the final invoice. Also included is an NEA administrative fee of $8.70.

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

PRICES INCLUDE: Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bedded room at hotels, airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; and certain taxes.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE: Porterage of one medium-sized suitcase per tour member is included in the price. Baggage allowance is 44 pounds on international, tourist and economy-class service.

ELIGIBILITY: *Affinity Charter Airfares* — Tours described as "based on affinity charter airfare" are based on use of chartered jets and NEA membership of at least six months duration as of date of departure, which is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA, except as described above, are ineligible.

ELIGIBILITY: *Affinity Group Airfares* — Tours or flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside in the member's household) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" as described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On affinity charter tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $25 fee, only if eligible replacement is provided by the cancelling party. For group affinity tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure, a penalty of 25% of the airfare is assessed by the airline.

UNIFIED SPECIAL SERVICES

NEA ...We're listening.

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL R 4-77

Send application and deposit to: **Educational Travel — Room 402E**
1201 16th Street, N.W.
Washington, D.C. 20036

Deposit of $100 per person is required for all tours.
Make check payable to NEA Educational Travel.
There is a $25 per person cancellation fee on all reservations cancelled.

________ spaces on ________ *(tour code)*
departing on ________ *(date)* from ________ *(city)*
________ is enclosed. Seating Preference ☐ Smoking ☐ Non-smoking
Name ________
(Give names and addresses of additional persons on a separate sheet)
Address ________
City ________ State ________ Zip ________
Home Telephone ________ Business Telephone ________ Age ________

You Can Save Money, Cut Current Income Taxes And Provide For Retirement.

THE UNITED TEACHING PROFESSION
Fixed Annuity Program.

The Association that protects teachers' rights also has plans to protect your retirement income. Now that the Internal Revenue Service authorizes special tax treatment for teachers enrolled in a tax deferred annuity program, your Association's United Teaching Profession Fixed Annuity Program is an ideal way to take advantage of this privilege.

Thousands of Unified Members have found the UTP Program, underwritten by the Horace Mann Life Insurance Company, a convenient way to save on a regular basis, reduce their income taxes and accumulate funds for a financially secure retirement. Contributions to the Fixed Annuity Program and the interest earned are not subject to current income tax. Instead, taxes are deferred until money is withdrawn, usually at retirement when income is lower and subject to lower taxes.

The UTP Program, offers features that create a tax deferred annuity which fulfills long-range retirement needs. Among these features are:

High guaranteed interest rate
Low sales load
High annuity factors
Guaranteed lifetime income

Excess interest that is earned can increase your monthly income substantially. (Excess interest is based on current rates and is not guaranteed.)

How you'll save with UTP Program

The chart illustrates how much you can accumulate over the years through the Fixed Annuity Program with monthly contributions of $125 and $200.

Remember, this amount is exempt from current income taxes.

For example, the teacher, age 45, who made deposits of $125 a month ($1500 annually) for 20 years until retirement, would accumulate $66,930, at the current rate[1]. With current annuity factors this would provide him with a guaranteed lifetime income[2] of $576 a month, at age 65.

Find out today how the UTP Fixed Annuity Program can help you cut income taxes while saving money in an attractive investment program for retirement.

[1] The current effective annual rate, including excess interest. Excess interest is not guaranteed.

[2] The current male 10-year certain and life guarantee.

	$125 PER MONTH — TAX DEFERRED		$200 PER MONTH — TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*
10	$17,703	$21,340	$28,574	$34,450
15	$29,672	$39,930	$47,779	$64,335
20	$44,235	$66,930	$71,144	$107,740
25	$61,952	$106,150	$99,571	$170,780
30	$83,507	$163,100	$134,157	$262,340

*Based on current excess interest rate. Not guaranteed.

Not presently available in Connecticut, Hawaii, New Jersey, and New York

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R 4-77

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Springfield, Illinois 62715

Please send me detailed information about the UTP Fixed Annuity Program.

NAME____________________ PHONE__________

ADDRESS______________________________

CITY____________ STATE________ ZIP________

SCHOOL______________________________

SCHOOL DISTRICT________________ PHONE__________

☐ Please have a Horace Mann representative contact me

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nea reporter

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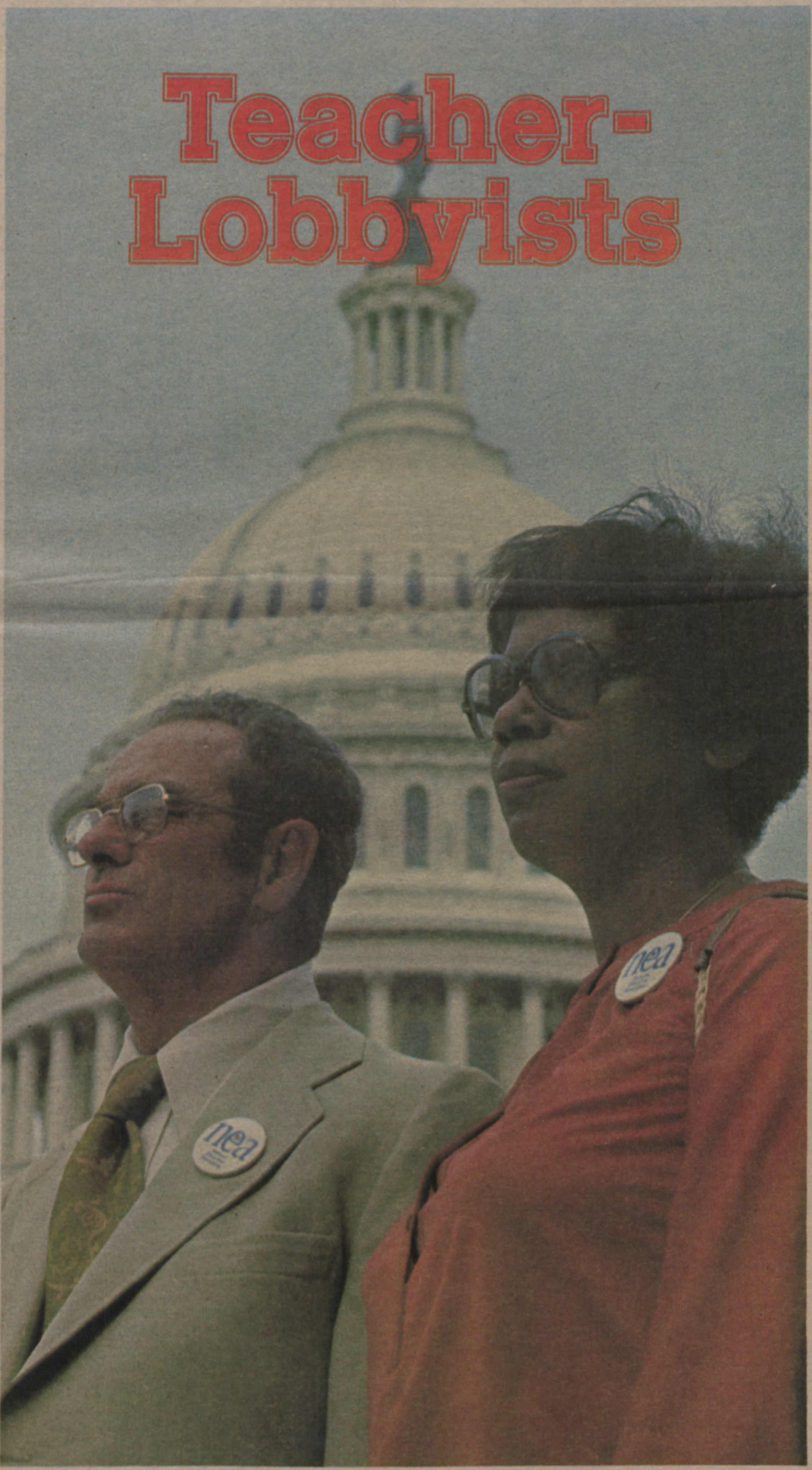
Teacher-Lobbyists



Telling Congress: "Teachers Want a Collective Bargaining Law"

This spring, teacher-lobbyists from nearly every state of the Union poured into Washington to tell their Congresspersons and Senators that America's teachers want and need a federal collective bargaining law. San Francisco teachers Al Smith and Audrey Davis (at left)—along with 84 of their colleagues—spoke for California teachers.

More about this massive lobbying drive on pages 2 and 3.

Teachers Reach Out to Their Communities

Stories from Caribou, Maine; Colorado Springs; Dodge City, Kansas; and Pulaski County, Arkansas.

Pages 6-9

Denver Teachers Negotiate Class Size

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Washington State Teachers Applaud Coordinated Bargaining

Page 12

NEA Convention in Minneapolis

Highlights—Candidates for NEA Office—Proposed Resolutions.

Pages 15-20

Telling Congress: "Teachers Want a Collective Bargaining Law"

"You're going to meet with your Congressional representatives as teachers, not as legislative technicians," NEA Executive Director Terry Herndon advised the teacher-lobbyists.

WASHINGTON, D.C.—Eighty-six teachers flew here from California this spring to contact their Congresspersons. After a few hours sleep to recover from jet lag, they were up bright and early the next morning, ready to go to Capitol Hill for the first in a series of NEA lobbying visits designed to help pass a federal collective bargaining bill.

Six teachers from Rhode Island and two from Nevada joined in the first visit. Eventually, teachers from nearly every Congressional district in the nation will come to Washington over a nine-week period. Legislators were contacted in their home districts during the Easter Congressional recess and set up appointments to see NEA teachers in Washington.

The NEA Reporter followed two of the teachers during their two-day visit to Capitol Hill. One had prior lobbying experience; one did not.

Audrey Davis, 14 years an elementary school teacher, is now a resource teacher under Title I, handling special programs for the educationally disadvantaged. Long active in the San Francisco Classroom Teachers Association, Davis has lobbied her state and federal legislators for the past seven years.

Al Smith, industrial arts and woodworking teacher at San Francisco's Abraham Lincoln High School, has been active in SFCTA for 15 years. Though this was his first lobbying experience, Smith knows how important a federal collective law is: for two years he represented SFCTA under California's Winton Act, which allowed teachers to "meet and confer" on a "memorandum of understanding."

Al Smith (left) and Audrey Davis (center), both California teachers, check over final instructions with Dale Lestina, NEA legislative specialist, in NEA Center before they head for Capitol Hill.

The two California lobbyists check in at Rayburn House Office Building headquarters. CTA political staff consultant Susan Wallace (center) confirms teachers' appointment with Rep. Philip Burton of California's Sixth Congressional District, a member of the House Education and Labor Committee.

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Design by **William J. Kircher & Associates.** Photo credits: pages 1, 2, and 3, **Joe Di Dio;** page 4, **Carolyn Salisbury;** page 5, **The White House** (top), **NBC-TV** (bottom); page 6, **Barbara Lawless;** page 7, **Ro Studer Perry;** page 8, **Colorado Springs Gazette-Telegraph** (top), **Barbara Lawless** (bottom); page 10, **Al Connell;** page 11, **Paul Sequeira** (top), **Carolyn Salisbury** (bottom); page 12, **Jeff Larsen;** page 13, **Jeff Larsen** (left), **Don Wilson** (top right), **Jan F. Anderson** (bottom right).

"We must put the cap on the arms race so we can have money available for education and other needs," California's senior Senator and Senate Majority Whip Alan Cranston told teachers in speaking about SALT (Strategic Arms Limitation Talks). Senator Cranston said he supports a federal collective bargaining bill, "but I haven't been dealing with the prevailing wind on that particular issue."

California's newly elected Senator, S. I. Hayakawa, hadn't planned to meet with the nearly one hundred teachers who came to Capitol Hill. But teachers angrily demanded to ask questions of the Senator, rather than an aide. When Senator Hayakawa finally appeared, he challenged teachers "to change your image that you don't care about children"; recalled his experiences at San Francisco State College; and expressed surprise that most elementary and secondary teachers, unlike college professors, cannot choose their own textbooks. About collective bargaining, the Senator said, "My mind is open—I'm not yet convinced."

The teacher-lobbyists finally met with Congressman Philip Burton, center, for 45 minutes in the Sam Rayburn room off the House Democratic cloakroom. "I'm going to support the right of public employees to collective bargaining," Burton said, though he suggested a bill limited to teachers would have a better chance of passing Congress than one advocating the right of police and firefighters to strike. "I have no problem with the teachers' right to strike," he added. "I tend to view favorably the NEA view on the grounds that what you do works." Afterwards, Davis and Smith joined two other teachers to visit Congressman John Burton (the Burtons are the only brothers in Congress) of the Fifth District.

Jubilant that they were able to see their Senators and Representatives, the nearly 100 teachers in the first wave of teacher-lobbyists for collective bargaining walk down the Capitol steps and head for home. In front are Steve Edwards, CTA president, and Ralph Flynn, CTA executive director.

NEA "Disappointed" with Court Ruling on Corporal Punishment

WASHINGTON, D.C.—The April 19 U.S. Supreme Court decision ruling that corporal punishment, no matter how severe, does not violate the U.S. Constitution brought this comment from NEA General Counsel Robert Chanin:

"The NEA filed a brief in the case on behalf of the students, and we're very disappointed with the position that the court has taken.

"What's involved here are two basic constitutional questions. The first one is whether the 'cruel and unusual punishment' provision of the 8th Amendment to the Constitution applies to a situation such as this where a child is severely punished in a school context. We argued that it does, and the Supreme Court rejected that. The Supreme Court held that the 8th Amendment has applicability only in a criminal context. That makes no sense to us.

"The other concept which we urged on the court is consistent with what we've been urging for teachers and students in other contexts; that is, before persons are disciplined, whether it's physical punishment or a discharge in the case of a teacher, we believe that they're entitled to the basic rudiments of due process—the right to have someone tell them what they've done wrong and an opportunity to defend themselves. The court rejected this as well and said that, in this case, on these facts, it did not believe that there was any obligation on the part of the school to have given these children some kind of notice and a hearing before they were belted.

"The court said that if the punishment is later found excessive, school officials would be liable for damages or subject to criminal penalties. But that's hardly an adequate remedy for a kid who gets beaten, and it hardly replaces the opportunity to have that punishment prevented by being allowed to deny the charges or to explain one's reasons for the alleged action."

NEA Teacher Wins Democratic Committee Post

LOUISVILLE, KY—Alice McDonald, an NEA member and teacher for 15 years, has won election as the only teacher on the 32-member executive committee of the Democratic National Committee.

McDonald, an instructional coordinator at Atherton High School, won the seat during elections at a DNC meeting here March 31-April 1. Although there are several teachers among the some 400 members of the DNC, she is the only teacher representative now on its influential executive committee.

McDonald was an NEA teacher-delegate at the Democratic National Convention last summer in New York City and has been active in party activities for several years, serving as national Democratic committeewoman and president of the Democratic Woman's Club of Kentucky.

At the same meeting, NEA Government Relations staffer Vaughn Baker was elected to the DNC's Education and Training Council. Baker, an NEA political consultant, maintains relationships with the White House and both major political parties and aids teachers in their efforts to be full partners in the political process, as voters, campaigners, and candidates.

NEA Contributes to White House Mini-Conference on Energy Policy

WASHINGTON, D.C.—Teachers and school administrators may differ on many issues, but on one thing they're agreed: The schools need help in cutting down the increasingly larger fuel bills generated by severe weather and inflation.

NEA Vice-President Willard McGuire was one of eight education and volunteer group representatives to testify March 23 before the Energy Policy and Planning Office, which has been given until April 20 to come up with a national energy plan. President Jimmy Carter is seeking to have all energy agencies combined and upgraded in a Cabinet-level department.

McGuire stressed the financial problems faced by schools, "who have no way to pass on the increased cost to the consumer," these costs coming on top of already drastic cuts in staff and courses. In addition, classes are being held on Saturdays and during spring vacation, and colleges have to juggle their teacher in-service programs to deal with extended school years.

"Some states have said education is essential; others have not," said McGuire. He pointed to Virginia, where the governor ordered schools closed for a week to save energy; but across the river in the District of Columbia and Maryland, schools stayed open. "This lack of consistency makes people wonder if there really is an energy crisis," he commented.

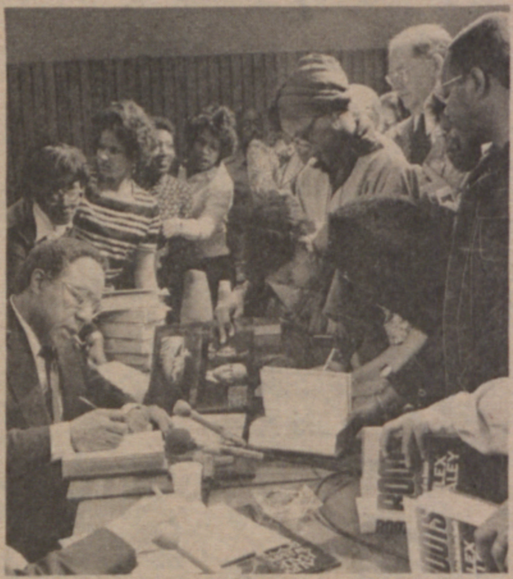
NEA Vice-President Willard McGuire asked for consistency in energy plans and programs for the schools.

"Roots" Author Visits NEA Center, Haley Album Discounted for Members

WASHINGTON, D.C.—Alex Haley, author of "Roots," joined NEA officials at a news conference here in April and expressed his satisfaction that educators "are finding 'Roots' a valuable adjunct to teaching."

At the news conference, NEA Vice-President Willard McGuire pointed out that after NEA's endorsement of the "Roots" TV series, "teachers around the country told us how the program affected their students and themselves, and how they were using it to stimulate learning."

Haley presented a copy of his record album, "Alex Haley Tells the Story of His Search for Roots," to McGuire at the session, and it was later announced that NEA members could order the album at a discount. The album (two records or two tapes) retails for $9.98 (records) and $10.98 (tapes); NEA members who use the coupon below may purchase it for $6.98 (records) or $7.98 (tapes). Both the record set and the tapes include an eight-page booklet with photos about Haley's search. The prices include all handling and postage and are good in the U.S. only; six to eight weeks delivery.



Following the news conference, author Haley signs copies of his book and record album.

NEA MEMBER DISCOUNT ORDER FORM FOR
"Alex Haley Tells the Story of His Search for Roots"

TO: Warner Bros. Records Inc.
P.O. Box 6868
Burbank, CA 91510

I am an NEA member. Please send me ________ copies of the Haley album.

I prefer (check one) ☐ the two-record album ($6.98)
☐ the two-cassette package ($7.98)
☐ the two 8-track tapes ($7.98)

SEND TO:

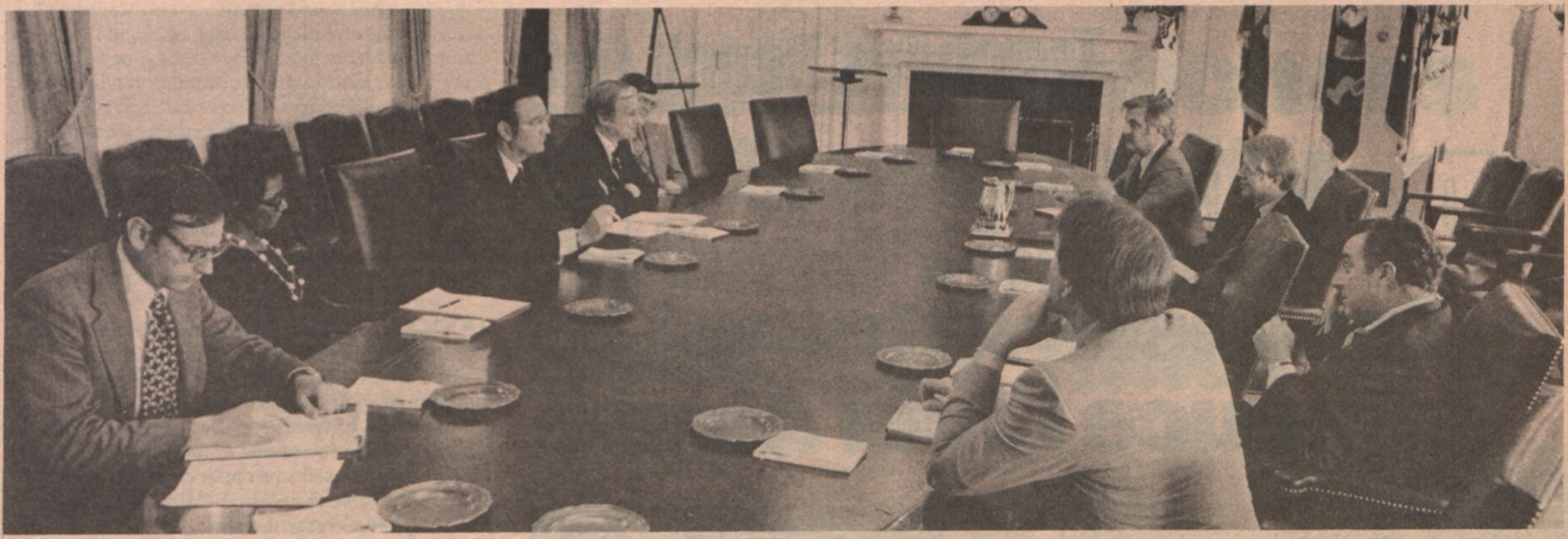
Name ______________________

Street ______________________

City ______________ State ______ Zip ______

Make check or money order payable to "Warner Bros. Records Inc."
NEA-3036

Carter Renews His Support for NEA Priorities



At left center, NEA's delegation (President John Ryor, flanked by Government Relations Director Stanley McFarland on his right and NEA Executive Director Terry Herndon) sits across the table from President Jimmy Carter and Vice-President Walter Mondale. Also attending are Stuart Eizenstat (left), chief domestic advisor to the President; Elizabeth Ann Abramowitz, assistant director for education, Domestic Council; HEW Secretary Joseph Califano (right); and Frank Moore (back to camera), assistant to the President for Congressional relations.

WASHINGTON, D.C.—President Jimmy Carter told NEA officials at a White House meeting this spring that he still supports NEA's goal of a separate Cabinet-level Department of Education and that he still would sign a federal collective bargaining bill for public employees when passed by Congress.

This renewal of Presidential campaign pledges was made at an April 27 White House session with NEA President John Ryor, Executive Director Terry Herndon, and Government Relations Director Stanley McFarland. Vice-President Walter Mondale also took part in the meeting, as did HEW Secretary Joseph Califano; Stuart Eizenstat, chief domestic affairs advisor to the President; Frank Moore, assistant to the President for Congressional relations; and Elizabeth Ann Abramowitz, assistant director for education, Domestic Council.

NEA President Ryor termed the discussion "extremely productive" and an example of "the continuing close contact and open access NEA has enjoyed under the new administration." NEA called for the meeting to emphasize teachers' increasing need for a federal bargaining law—in light of such events as the recent Virginia court ruling overturning bargaining in that state—and their concern about statements by some of Carter's appointees in opposition to Cabinet status for education.

According to Ryor, Carter said his lack of direct movement on the Cabinet department was because, "with the press of business and his energy program, he really hadn't had time to direct his attention to that question." Carter noted, however, that he and Secretary Califano and Vice-President Mondale have already committed themselves to improving funding in Title I (aid to disadvantaged children) and a variety of other educational areas. He added further that the Office of Education has already been reorganized to a degree so that various aspects of some programs aren't spread out through other agencies.

In sum, stressed Ryor, "Carter said that it would be wrong for us or our membership or others to believe that he had given up on that commitment to a separate education department, because he has not. In fact, he told us that what NEA had expressed to him was very much in line with what he is concerned about and what he'd like to see happen, including the Cabinet department."

On collective bargaining, the NEA leaders told the President that there is a greater sense of alienation and frustration on the part of public employees, and teachers in particular, than ever before and that "we need the help of the President and others in the administration to move a federal bill." Carter responded that if a bill is forthcoming, he will indeed sign it, despite some reservations he has expressed over the right to strike for some categories of public employees. He further reiterated his concern that public employees be able to bargain and his belief that teachers shouldn't be going to jail for striking.

Racine Teachers Help Elect Pro-Association Board Members

RACINE, WISC.—Teachers here, who were forced into an eight-week strike earlier this year to win a contract, have used political action to top off the successful walkout.

In recent school board elections, two of seven seats were up for grabs. Incumbents opposed to the Racine Education Association were ousted and replaced by new members with the all-out support of REA and local labor unions. Defeat of these incumbents was particularly gratifying, said teachers, because both had been vociferous antagonists during the strike.

One board member, Presbyterian minister Howard Stanton, sent two picketing teachers to the hospital when he drove his car onto the sidewalk in front of the school administration building. The other, retired banker and board negotiator Lowell McNeill, was well-known for his anti-union sentiments and had fought "fair share" (a central strike issue) almost as a personal crusade.

The new board members are Marv Happel, a University of Wisconsin at Parkside professor, and William Jenkins, a former United Auto Workers local president.

The eight-week strike had affected some 1,500 teachers and 28,000 students here.

The agreement, tentatively ratified March 16, gave teachers a modified fair-share plan for all new teachers; abandonment by the board of its insistence that 475 teachers arrested on the picket line be cited for contempt; payment of teachers at 70 percent of salary on strike make-up days, based on the new salary schedule (with a $9,646 base); teacher raises based on 75 percent of the increase in the cost of living index; seniority in transfers and layoffs; improved discipline policy; guaranteed elementary preparation time; improved sick benefits and health coverage; and duty-free lunch and freedom from evening meetings.

Hal Holbrook (above), famed for his portrayal of Mark Twain, heads the cast of the TV special, "Our Town," set for Monday, May 30 (9 to 11 p.m., EDT), on the NBC-TV network. NEA is recommending the telecast, which is adapted from the Pulitzer Prize-winning play by Thornton Wilder. Produced and directed by George Schaefer, winner of eight Emmy Awards, the television version of "Our Town" was worked out in discussions with Wilder before he died in 1975. Executive Producer Saul Jaffe said recently that he believes the play, appearing at this particular time, will "direct our attention to what appears to be the beginnings of a new national resolve: to rededicate ourselves to the old values that made America great."

Teachers Reach Out

Dodge City, Kansas

Teachers Attempt to Reduce Child Abuse

DODGE CITY, KANSAS—Ethel Peterson will never forget the evening one of her fifth grade students, a victim of neglect, was rushed to the hospital to have his stomach pumped out after drinking a fifth of whiskey.

Or the day she found one of her former students, who had been abused as a child, crying in her classroom because she was repeating the pattern by beating her six-year-old son.

Peterson, now elementary school counselor for the Dodge City schools (and NEA director from Kansas), comes into contact daily with disturbed children. Many of them are mistreated by their parents, who may not know any other way to raise children.

She and Bev Sheldon, social service co-ordinator for Head Start, decided that parents needed help as much as the children. They are alerting Dodge City residents.

"People have a tendency to think it doesn't happen here," said Peterson, "but in the last five years we had nearly 2,500 reported cases of child abuse in Kansas, and 496 cases just in Ford County (Dodge City and surroundings). That's enough kids to fill an entire elementary school."

For a county which only has about 17,000 people, enough to support six elementary schools, one junior high, and one senior high, that's a lot of mistreated children—and those are only the reported cases.

Last October, Kansas Governor Robert Bennett, at the urging of teachers and others, held a Governor's Conference on Prevention of Child Abuse, attended by over 300 professionals in education, social services, and related fields. Dodge City-NEA contracted with the conference to do two things: to make Dodge City citizens aware that they may, inadvertently, be abusing their children; and to alert professionals to recognize and report such maltreatment.

Kansas-NEA's representative assembly agreed that the problem is one which exists statewide, and in January called upon teachers, who "are in a position to observe and recognize abuse which has been inflicted upon children," to report it.

Many teachers were unaware that under Kansas law they are *required* (along with doctors, dentists, psychologists, nurses, law enforcement officers, and school administrators) to report cases of physical or mental abuse or neglect. K-NEA leaders will be trained to spread an awareness of child abuse in their communities at their August leadership conference.

Successful Lobbying

Kansas teachers convinced state legislators to include a provision for teacher immunity in the revised Kansas Child Protection Act. Although teachers (like other professionals who are required to report child abuse) had civil and criminal immunity for turning in the names of suspected abusers, they were not protected from retaliation by a school administrator or school board.

While no teacher has actually been fired for reporting prominent parents, some have been accused of insubordination after an administrator suggested they just forget about the child rather than cause trouble.

Under the legislation signed by Governor Bennett, teachers cannot be fired or otherwise disciplined for reporting "injuries inflicted upon a child which were suspected by the employee of having resulted from the physical or mental abuse or neglect of the child."

Disturbed when students in her elementary classes were abused by their parents, Ethel Peterson of Dodge City, Kansas, helped alert local residents to signs of abuse or neglect. Lobbying by Kansas-NEA helped convince state legislature to protect teachers who report child abuse from retaliation by school administrators or school boards.

Child Abuse Hur

Bev Sheldon, a former social worker now with Head Start, emphasizes that parents who abuse their children need to be helped, not punished. "The goal is to keep the family together," she said. She and Ethel Peterson want to see a round-the-clock crisis center in Dodge City which could help mothers and fathers who lose control, and provide emergency shelter for children.

NEA resolution on child abuse

The 1976 NEA Representative Assembly passed the following resolution on child abuse:

The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should cooperate with community organizations to increase public awareness and understanding of child abuse.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, (b) require educators to report to the appropriate authorities instances of suspected child abuse, and (c) provide for protection of children from other children.

The provision was opposed by Kansas school boards. They have also been slow to pass guidelines so teachers will know to whom within the school administration they should report child abuse. K-NEA has urged that guidelines be written and Governor Bennett has said he favored such action.

K-NEA's Instructional and Professional Development section, led by Joyce Grimes of Cimmaron, presented a workshop on child abuse which was attended by an overflow crowd of 250 at the state convention. Social workers in Dodge City told Bev Sheldon their caseload doubled shortly afterwards.

February was a busy month for the Dodge City chapter of the National Committee for Prevention of Child Abuse, which included Sheldon, Peterson, and other teachers. They spoke to any group in town they thought could help. Doctors. Mental health specialists. Social workers. People active in day care, Head Start, and nursery schools. Nurses. Ministers. Police officers. Dodge City community college students. Educators. Lawyers.

One attorney, appalled at what some parents do to their children, suggested they be put in jail. "At $9,000 a year to pay the cost of keeping one parent in jail?" replied Peterson, who pointed out the harm to children separated from their parents, inadequate though they might be. The goal is to keep families together, not tear them further apart.

Some 482 citizens came to a Prevention of Child Abuse Banquet to hear Dr. John Valusek, a controversial Wichita psychologist who believes that children should not be spanked, ever, in his thought-provoking "People are not for hitting . . . and children are people too."

How many minds were changed can only be guessed, but Peterson says she knows a few teachers who threw away their paddles afterwards.

Who Are the Abusers?

Child abuse cuts across all class and racial lines, teachers found. Rich as well as poor children are abused (though upper-class children are more likely to suffer from neglect and sexual abuse, lower-income children from beatings).

Mothers are more likely to abuse their children, perhaps because they usually spend more time alone with them. Boys are more likely to be victims than girls.

Parents who abuse their children were usually badly treated themselves when young, and are reacting the only way they know how.

They also tend to be disorganized, to blame the child for problems not his fault, to have unrealistic expectations of what a child can do at a certain age (and may punish an infant for wetting), and to be isolated, lacking support from family or friends.

Child abuse is not only physical, the most obvious, but can also include neglect, as well as sexual, emotional, verbal, and mental abuse, said Peterson.

Ambitious Plans

Dodge City teachers do not intend to rest on their laurels, though there are many. Kansas-NEA president Dennis Doris calls their program "probably the most comprehensive in the state or nation." Assistant Superintendent Steve McKee says, "They [Peterson and Sheldon] organized it, and it turned out better than they expected."

In May, local workers went back to the governor's conference to report that they did what they contracted to do—inform the community. They also want to do a lot more.

Dodge City needs a child protective team, says Sheldon. A doctor, lawyer, mental health specialist, social worker, phychologist, and perhaps a teacher would review reported cases of child abuse and suggest treatment, she said.

"We also want a crisis center which would be open in the evening," Sheldon said. "The area mental health center is our only resource now, and it closes at night."

The crisis center would help not only parents who felt themselves losing control, but would provide a place for children to go when their parents started drinking or getting abusive.

Teachers Reach Out

Maine Teachers Get Community Behind Them in Contract Talks

CARIBOU, MAINE—Members of the Caribou Teachers Association in this northern community near the Canadian border went to the public for support after fact-finding and nonbinding arbitration ended in impasse this winter.

Although negotiations for the 1976-77 school year contract began in January of 1976, teachers were still without a signed document a year later.

The school board turned down the recommendations of both the fact-finding and arbitration panels, which had suggested adding $300 to the base pay of $8,000. Instead, the school board offered $250, and insisted upon taking away language for just-cause dismissals and other critical issues. CTA's 200-plus members refused.

They went directly to the community. Teachers pointed to the board of education's action in adding another $3,000 to the superintendent's annual $2,000 raise in order to help his retirement pay.

Commented committee chairperson Bill McGary, "If they can afford to given him $5,000, then the other teachers who put 30 years in the system deserve something too."

To refute the board's contention that the community would not support higher teacher salaries, 20 teachers made almost 200 phone calls after they were trained in survey methods.

When asked a direct question about teachers' salaries, 57 percent thought they should be increased; 21 percent thought they should stay the same; and 18 percent didn't know. No one voted to reduce them. (However, on the question of administrators' salaries, 24 percent thought they should be reduced or ended.)

CTA set out to influence the public in a month-long campaign that included handing out economic impact cards that read "We Depend on Each Other!"

Teachers filled in the amount of their purchase every time they bought from local merchants, leaving these cards on the counter or enclosing them with mailed payments. Over 3,000 cards circulated throughout this small town of 10,500 people.

Other activities included:

- handing out flyers in shopping centers;
- reducing pledges to a local hospital building fund, citing economic hardship;
- writing letters and putting ads in the local weekly newspaper;
- wearing "We're All in This Together" buttons and hand-lettering window display signs with the "We're All in This Together" slogan; and,
- packing school board meetings.

The school board, recognizing the shift in public opinion, agreed to a two-year contract giving CTA members a base of $8,250 this year, and $8,500 for the 1977-78 school year.

In addition, teachers kept their just-cause language and sabbatical leave, in spite of the fact that the school board had tried to delete previous contract gains.

Extra teacher aides gained in the intermediate grades will allow 16 teachers to spend more time actually teaching. CTA also improved its recognition clause, which was made exclusive, and layoffs, which are to be based upon seniority in impact areas.

(With thanks to *Maine Teacher*, official publication of the Maine Teachers Association.)

Caribou teachers presented their side in contract dispute to local residents through television news. Here, chief negotiator Robert Roy is interviewed by television reporter Mike Mathews (left). At right are crisis committee cochairpersons Bill McGary and Mike McCormack.

FAIR DEAL FOR TEACHERS

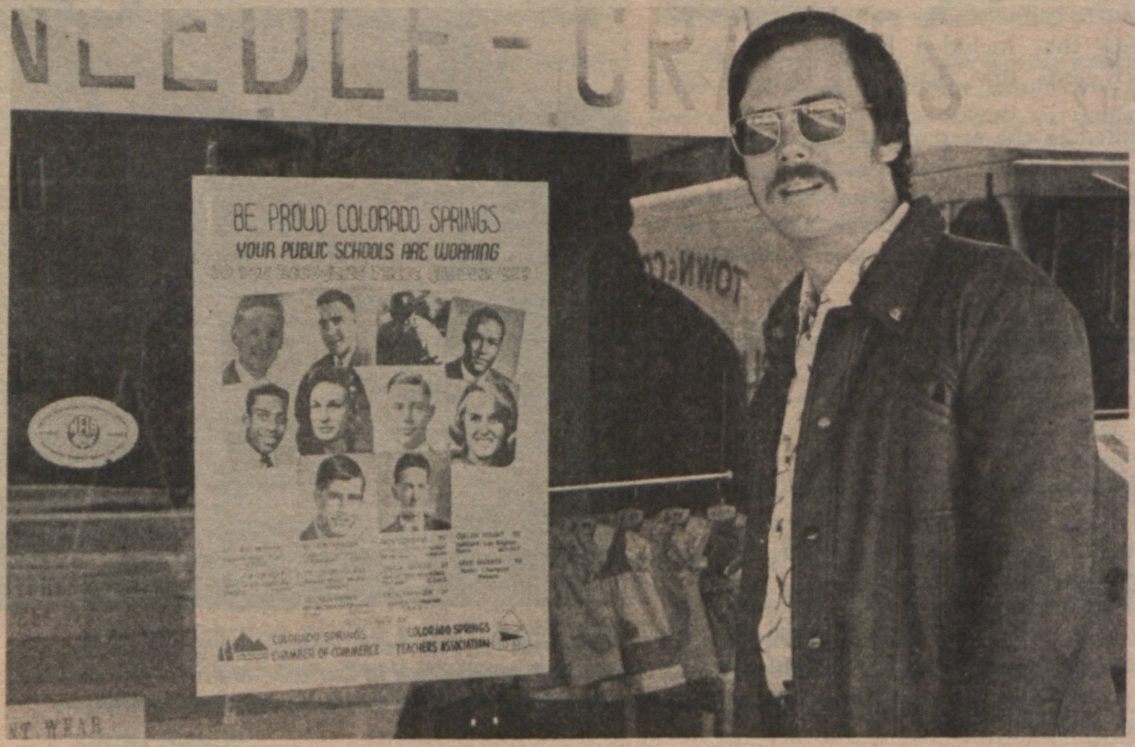
"Fair Deal for Teachers" demands sign posted on side of teacher's car in Caribou, Maine, while owner is inside attending meeting to decide negotiations strategy.

Teachers Reach Out

Colorado Springs

Teachers Present a Positive Image

Colorado Springs Teachers Association member Peggy Murphy demonstrates hand puppet which gives children safety tips for Halloween trick or treating. CSTA teachers distributed 10,000 bags and safety puppets to young children as part of their community action program.


NEEDLE-CRA
BE PROUD COLORADO SPRINGS
YOUR PUBLIC SCHOOLS ARE WORKING
COLORADO SPRINGS CHAMBER OF COMMERCE
COLORADO SPRINGS TEACHERS ASSOCIATION

As Colorado Springs teachers prepare for new contract talks this summer, they expect to have greater support from parents and other citizens following a year of intensive community involvement programs. UniServ Director Roger Gray points out "Be Proud of Colorado Springs" poster, co-sponsored with Chamber of Commerce, which was posted in thousands of local store windows.

COLORADO SPRINGS, COLO.—A year and a half ago, teachers picked up their picket signs for the first time in this city's history.

After 12 days on the line in December 1975, teachers won what they wanted most: a two-year contract, rather than a one-year pact; an increase in the base salary from $8,500 to $9,000 (now $9,500); and experience increments of $430 (now $475) on all steps of the salary schedule (previously limited to two and 15 years of service).

During the strike, the longest in Colorado, the school board discovered "budget errors" of nearly 1½ million dollars, and decided it could afford the demands of the Colorado Springs Teachers Association. The schools' accounting methods have since been changed.

Community ill feelings caused by a strike did not fade with the signing of a contract.

There were internal problems too. Colorado Springs Teachers Association had roughly 1,500 members before the strike; now only about 1,300 teachers belonged (out of about 1,700 teachers in District 11).

CSTA members agreed that they had to improve their image with parents, businessmen, other community leaders—and teachers. Willing to do more than talk, they raised their annual local dues from $37.50 to $55.

Since the beginning of the 1976-77 school year, said CSTA President Tom Hurley, teachers have come up with at least one monthly project aimed at helping students, parents, or both.

Project of the Month Club

Teachers have learned how to report child abuse, provided Halloween bags to youngsters, sent cards to parents whenever their child did something well in class, sold Christmas trees at a discount and still made enough money to provide Christmas packages for 20 needy families, ran a parenting class to teach parents how to help their children learn, and co-sponsored (with the Chamber of Commerce) posters featuring successful Colorado Springs graduates.

A survey of parents to find out what services they expect in the schools is being tabulated, and a grassroots project to deal with vandalism and violence in the schools is under way.

UniServ Director Roger Gray, a former junior high coach and political science teacher, speaks fluently of time lines and flow charts. Previously local association president and UniServ worker in Washington State, Gray says he has worked harder this year creating different ideas than he did negotiating contracts.

"We can't flop," he said. "Teachers expect our ideas to work." Cooperation is no problem: "They're interested in helping. Teachers volunteered to research former graduates for our posters. When we needed three teachers to draw up lesson plans for our parenting course, the first three we called agreed to help."

CSTA's programs are planned six to nine months ahead, written on wall calendars in their conference room. By overlapping different projects, said Gray, "we usually always have something for the news media."

The local papers, the *Gazette-Telegraph* and the *Sun,* "never give us less than one-fourth a page," said Gray, who often supplies them with photographs.

Local radio stations gladly use public service spots sponsored by CSTA, the El Paso (County) Community College, or Pike's Peak Associations. During American Education Week, local stations played three spots a total of 400 times. Local television stations also gave public service time to similar spots with slides.

A further indication of the growing status of CSTA among local citizens is that the school board asked the association to interview six finalists for the school superintendent's job and to recommend one.

"Be Proud of Colorado Springs"

This was the message on 5,000 posters placed in schools and stores (often by merchants who were bitterly opposed to the strike) in a joint project by CSTA and the Colorado Springs Chamber of Commerce. Both split the $300 printing cost.

Teachers checked into local high school graduates who have done well, going back over 30 years. They found a ragtime piano player, several athletes, a state commissioner of education, an author, a composer, and a model.

"Your public schools are working," was the message given to local residents.

CSTA has started a pilot program called PIC—parent involvement course. Teachers volunteered to design and teach four evening sessions spread over a month.

"We tried not to reinvent the wheel," explained science curriculum adviser John Reisberg, who researched past efforts at involving parents while working on his doctoral degree.

Some 50 parents were chosen by faculty representatives, half each from an inner city junior high (Emerson) and its feeder elementary schools, and half from a suburban junior high (North) and its feeders. Reisberg would like to see the local community college offer credit for people who take courses in parenting, which would include discipline as well as how to help children learn.

The sessions were so popular that they will spread to other schools this fall. CSTA hopes that the school board will pick up part of the cost by paying those who teach the parenting course.

What Do Parents Think?

One hundred teachers called three parents apiece this spring and asked if they could come over to interview them on what they think the schools need.

"The response was super," enthused Gray. "Most of them are willing to spend the time answering our questions, and say things like 'It's nice somebody asked me.' "

The teachers do not interview parents from their schools, in order to assure a non-biased response.

Parents were asked to react to a series of statements, such as: "My child's class is small enough so that he or she can receive individual attention when it is needed," "My child is provided good health services in school," and "School board members make sure there is enough money for good education."

The survey is being completed, and will be cross-checked with last year's survey of teachers (Instructional Needs Assessment) to see if parents and teachers see eye to eye on education in Colorado Springs.

In addition, survey results will be used to back up teacher bargaining demands. School board members will be put on notice that not only teachers, but the community, think certain things must be improved.

Vandalism and Violence

Colorado Springs schools spend at least $80,000 a year to replace windows, walls, lavatory doors, and other items destroyed by students. That's the amount budgeted for replacement, but the actual cost is probably more like $200,000, estimates Dennis Gregory, who takes over as CSTA president July 1.

In an attempt to cut down breakage, CSTA is encouraging students in the 5 high schools and 10 junior highs to come up with ways to stop vandalism. Each student government participating will be paid $20 by CSTA, with $100 offered for the best suggestions on the junior and senior high levels.

Problems vary from panhandling to graffiti to messy smoking areas to tearing down the johns. Broken restroom mirrors, holes punched in walls (constructed with plasterboard), trees stripped of bark, and posters set on fire are typical problems.

CSTA will publish the suggestions with a grant from the Colorado Education Association. The committees can then revise their plans, but must be ready to work on specific proposals by September. Schools on the year-round system start their anti-vandalism campaign in July.

Unexpected Bonus

A local car dealer bought commercial sponsorship of "Ten Who Dared," the NEA-recommended BBC-Time-Life series on explorers from Columbus to Roald Amundsen (who won the race to the South Pole). He asked CSTA if it would like to co-sponsor the program.

So, at no cost to CSTA, a different social studies teacher appeared for a minute-and-a-half lead-in to each program. The association also distributed teaching guides which appeared in *Senior Scholastic* magazine.

Next year's plans include expanding many of the programs already tried on a trial basis, along with some new ideas.

In August, negotiations begin on a new contract to replace the one that expires January 1978—the first negotiations following CSTA's historic strike.

As a result of their activities, indicating that teachers really do care about the people in their community, CSTA hopes to have the support of most local citizens when it goes back to the bargaining table.

Teachers Reach Out

Pulaski County Association Backs Pro-Teacher Candidates

PULASKI COUNTY, ARK.—When this local school board cancelled its agreement with the Pulaski Association of Classroom Teachers, at the school superintendent's request, teachers hit back.

On March 8, PACT defeated two incumbent school board members, replacing them with pro-teacher candidates.

PACT members raised money by auctioning off cakes, passing wastebaskets (much bigger than hats) for contributions, and selling 600 buttons which advised "PACT represents me," and "PACT is here to stay."

PACT encouraged the candidates to run (both were former public school teachers), registered teachers and other school workers, ran a phone bank, canvassed voters door to door, distributed "good morning" flyers between 4 and 6 a.m. on election day in targeted precincts, and helped develop radio spots and newspaper ads. Up to 600 teachers volunteered their time.

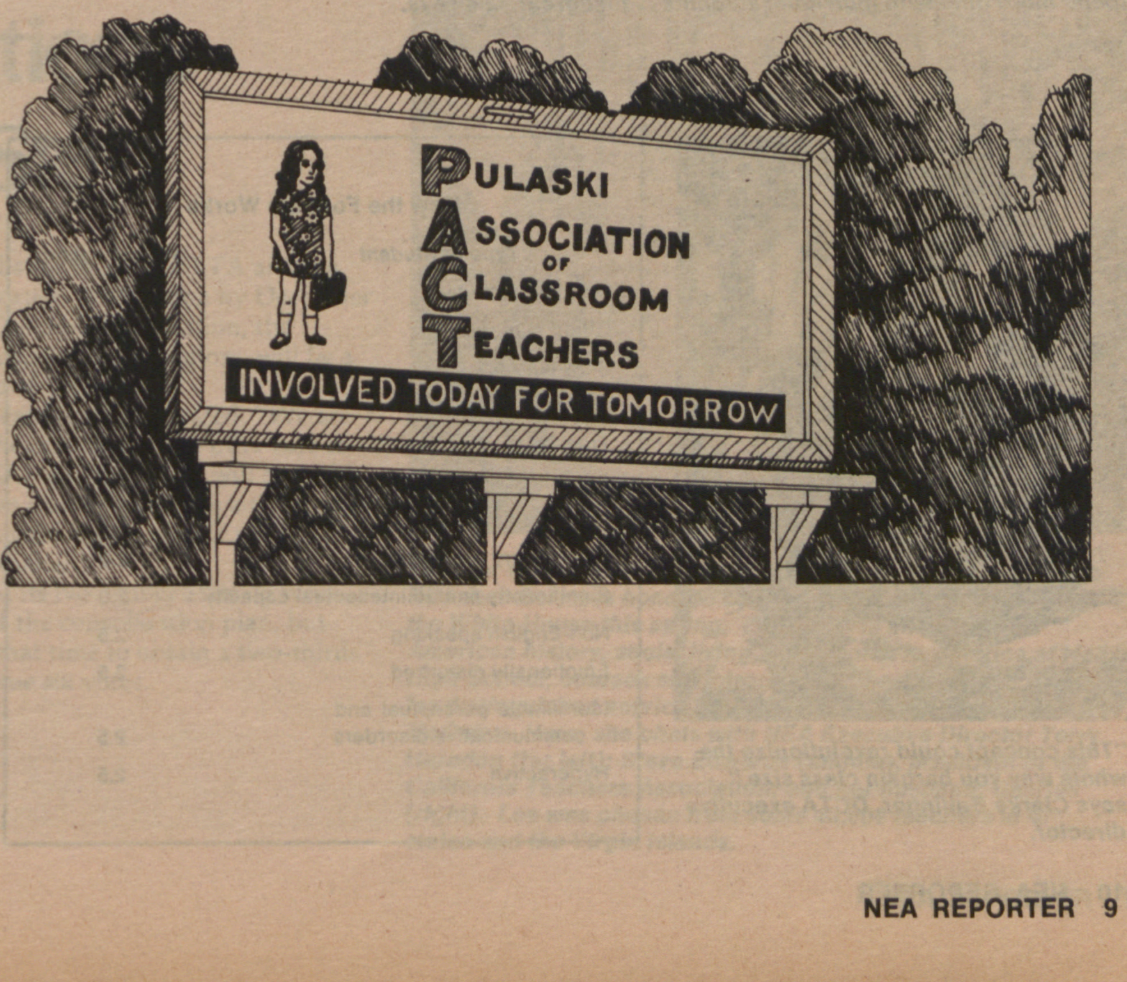
By using the phone bank, PACT members were able to call fellow teachers in Jacksonville when they heard a rumor that the city council was going to endorse one of the anti-teacher incumbents, a Jacksonville dentist. Enough pressure was generated that the mayor called the PACT candidate within 45 minutes to say there wouldn't be *any* endorsement.

It all paid off, with the election of Ed Coffman by a 1,000 vote margin and C. V. Ford by 1,740 votes. PACT President M. E (Ed) Bullington attributes the win to "several years of an unyielding and never-say-die attitude of our membership as we matured from a social organization into a teacher-advocate organization."

PACT has 1,130 members out of 1,300 teachers despite a fall organizing drive by the Arkansas Association of Professional Educators. The school superintendent just happens to sit on AAPE's board of directors, reports Executive Director Del Smith.

The struggle is not over. On April 13 at 5 a.m., following an all-night meeting on other matters, the new school board deadlocked 4 to 4 over exclusive recognition of PACT. Some 950 teachers had signed authorization cards last December.

Teachers planned to try again at the May school board meeting.



Class Size Formula May Revolutionize Teacher Contracts

Jim Esquibel, member of the NEA Minority Affairs Committee and teacher at Moore Elementary School, is also a member of the Class Size Committee in Denver. "Anything that helps teachers spend more time with individual students is just great," he says.

DENVER—The Denver Classroom Teachers Association—one of the nation's top urban locals in salaries and fringes—also has an innovative class size provision in its recently bargained three-year contract.

Under this class size relief formula, similar to one developed by the Lodi (Calif.) Education Association in 1974, a "normal" pupil counts as 1, while both gifted and slow learners count as 1.5 pupils. A child with low intelligence or with discipline problems counts as 2 pupils; an emotionally disturbed or non-English speaking child counts as 2.5 pupils.

Last fall, Denver teachers were invited to apply for class size relief using the formula to measure actual teaching load. In January, large classes were assigned teaching help. For example, one class of 29 equaled 38 under the "weighted" formula and qualified for extra assistance. Another class of 30 pupils, rated as a teaching load of 45, qualified for a teacher aide. So did a class of 34, which counted as 52 under the formula because only 12 students rated as "normal."

"This concept could revolutionize the whole way you negotiate class size," said Clarke Ballinger, executive director of DCTA.

"We had always thought of the class size problem as excessive numbers," Ballinger said, "and when you get more than x number of students that is still true. But in a survey we distributed to teachers we found out that class size meant something different. What we found was so startling, that it created a whole new set of ideas in our minds about how to approach the problem. That is, the class size problem is not only the *number* of students in a classroom, but the *kind* of students that are in a classroom. And it changes from year to year; it's a very fluid kind of thing."

Who Decides?

Who decides what teacher gets relief and who does not? A Class Size Committee—five teachers and five administrators, chaired by Robert Anderson, a former DCTA president—spent several hundred hours parceling out the money to schools needing it for classroom aides, teachers, or materials. Building committees, another DCTA innovation (consisting of the school principal and several teachers elected by their colleagues), prioritized each class relief application and sent them to the Class Size Committee, which made the final determination as to how much money each school would get. The building committees and the successful teacher applicants ultimately determined how best to use the money for class size relief.

Swimming Pool Okay

The Lodi (Calif.) Education Association negotiated its class size relief proposal through an interesting set of circumstances. When the Lodi board of education rejected $100,000 for LEA's class size relief proposal but approved $800,000 for a swimming pool, LEA members took their case to the public in a campaign asking for community support for "smaller classes for your children." The community responded and the teachers won. Lodi teachers have been working under a "weighted class size formula" since 1975.

"This concept has worked extremely well for us and has resulted in improved test scores," says LEA President Ray Canaga.

"Thrilled and Excited"

In Denver teachers are "just thrilled and I am really excited," said Ballinger. "Neither the board nor DCTA is imposing anything on them. The teachers are determining whether they have a problem and they determine what kind of relief they want, whether it's an aide, a part-time teacher, instructional materials, or whatever."

Robert Gould, a math teacher at Hamilton Junior High School and a member of the Class Size Committee, did not apply for class size relief himself because this year he felt his classes were manageable.

"That's what happens sometimes," Gould said. "One year you get classes that are manageable and the chemistry is just right; the next year you wish you had a couple of armed guards. Seriously though, it has really worked out well in this school."

"This concept could revolutionize the whole way you bargain class size," says Clarke Ballinger, DCTA executive director.

How the Formula Works

Type of Student	*Weight Factor*
Normal functioning	1.0
Gifted students	1.5
Slow learners	1.5
Bilingual	1.5
Transient	1.5
Chronic absenteeism	1.5
Reading disability	2.0
Disciplinary problems	2.0
Significantly limited intellectual capacity	2.0
Non-English speaking	2.5
Emotionally disturbed	2.5
Identifiable perceptual and communicative disorders	2.5
Hyperactive	2.5

UniServ Directors Trained to Combat Racism and Sexism

NEA HUMAN RIGHTS REPORT
News of special concern to NEA minorities and women

CHICAGO—From Alaska, California, Florida, and nine other states across the United States, UniServ Directors converged on Chicago recently for a three-day training session on combatting sexism and racism. They came to Chicago to receive hands-on experience to use back home.

In five sessions they worked through personal introspection. They put their own attitudes, language, and behavior under a microscope. Conversation was lively, animated, and occasionally accusatory as the women let the men know how they felt about sexist treatment.

Trainees received facts, figures, data; worked out usable definitions of racism and sexism; and developed techniques.

They examined the substance and application of federal antidiscrimination laws and regulations—Titles VI and VII of the Civil Rights Act, Titles VII and VIII of the Public Health Service Act, Title IX of the Education Amendments, Executive Order 11246, and the Equal Pay Act.

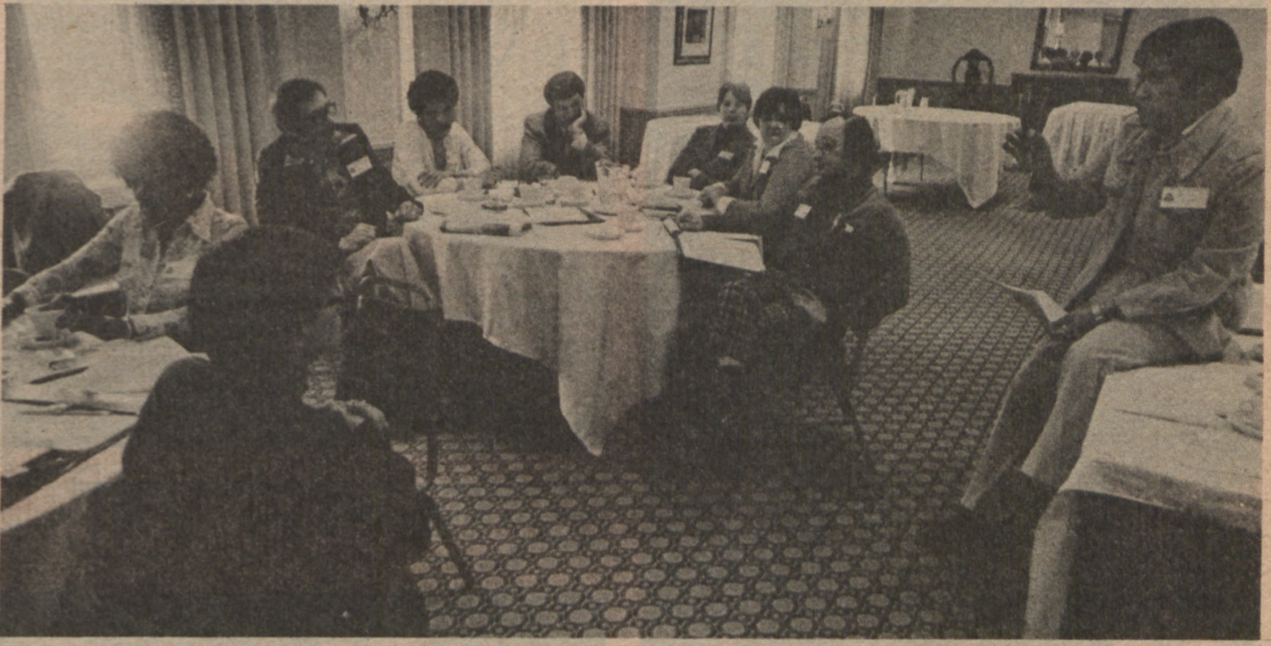
Data from actual case studies were analyzed and relevant complaint routes identified. And, finally, actual situations where they worked were developed into case studies and strategies planned to attack and correct the problem on a practical time line.

Chicago trainees field-tested the package and indicated that materials and techniques would be adapted to local use. Working through the training experience was deemed a big assist in understanding the purpose and becoming sensitive to possible reactions and interactions as trainers of members. As one trainee put it, "UniServ directors must be all things to all people. We need capsulized information and we need to know where to find specifics and details when we need them."

The principal objective of the training is to familiarize UniServ directors with a design they can use to help members combat racism and sexism in the schools, the professional association, and society.

The training was developed and delivered by NEA Teacher Rights in cooperation with NEA Leadership Development Academy.

Jack Widner, Ohio, exchanges views with Juaney Lynn, Washington, on the meaning of institutionalized racism and sexism.



Patricio Perez, Teacher Rights staff, prepares UniServ Directors to examine their own prejudices, looking at the subtleties of language.

Louisiana Associations Take Final Merger Step

BATON ROUGE, LA.—Louisiana teachers consolidated their state associations this spring after more than ten years of negotiations. The final step came on March 26, when the Louisiana Teachers Association voted 1,475 to 546, or 73 percent, for merger.

The vote was taken at a reconvening of the LTA convention March 26 after Judge Daniel W. LeBlanc of the 19th Louisiana Judicial District Court, Division H, ruled March 25 that the vote would not cause irreparable harm to a group of dissenting LTA members seeking to enjoin the vote. LeBlanc's decision was upheld March 25 by the Louisiana Circuit Court of Appeals.

The plan calls for merger of LTA and the Louisiana Education Association by December of this year. The new organization, the Louisiana Association of Educators, will be a unified affiliate of NEA.

NEA President John Ryor stated, "We are delighted by the outcome of the LTA vote to merge with LEA. At long last it will be possible to have a unified voice in advocating for the professional and economic needs of all Louisiana teachers."

LEA voted at its November 1976 convention in favor of the consolidation plan, but LTA failed at that time to obtain a two-thirds majority by some six votes.

Teacher of the Year Myrra Leonore Lee of La Mesa, Calif., an NEA member, was honored by receptions at NEA Center and the White House this spring. Lee teaches minorities in American history, social living, and women in America at Helix High School, courses she introduced. She received a plaque for distinguished service from NEA Vice-President Willard McGuire. Here, she chats with NEA Executive Director Terry Herndon (far left); Steve Edwards (middle), president of the California Teachers Association; and her husband, Charles (right). Lee was chosen from some 40,000 teachers in 47 states and the Virgin Islands.

Washington State's Secret?

Coordinated Bargaining

SEATTLE, WASH.—Average teacher salaries in Washington now rank sixth in the nation, up from twelfth just four years ago, according to William Hainer, assistant executive director of the Washington Education Association.

"The reason we have been able to move so far, so fast is because of the enormous amount of energy expended by our teachers through a process called coordinated bargaining," said Hainer. "The intensity of energy on the part of both teachers and staff and the resulting movement has been just incredible."

Coordinated bargaining. What is it?

"What it really boils down to is that now teachers from different districts are working together, instead of separately, on bargaining," Hainer said.

In the words of Jeanne Bartlett, president of the 112-member Arlington Education Association, coordinated bargaining is "that force which provides the unity and sharing of problems to the extent that you can piggyback your successes, alleviate your problems, and combine your collective knowledge and experiences to result in higher salaries, better classroom conditions, improved instructional facilities, better conditions and terms of employment, and all those things that we need in the educational arena to do a good job."

How It Works

How does coordinated bargaining work?

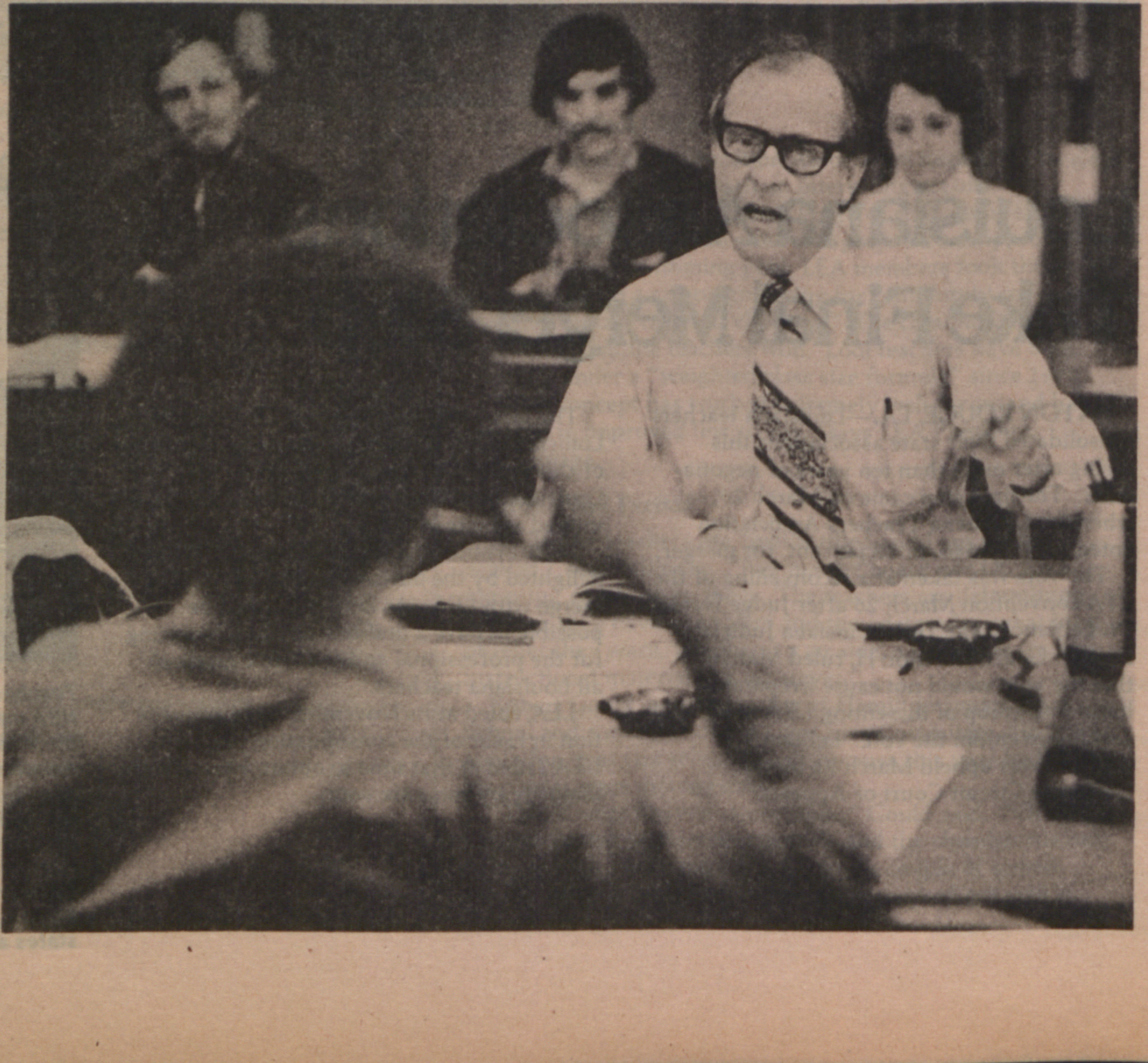
Washington local associations cluster themselves into nine regions, and association leaders meet regularly for goal setting, training, and establishment of concession patterns. The local presidents and teacher-negotiators who attend these meetings often drive hundreds of miles following a full day's work at school. Clusters establish their own internal discipline. An example is the decision in many clusters that if a local misses two meetings, they are "kicked out" of the cluster.

Training—provided by WEA and UniServ staff—covers beginning and advanced bargaining skills; basic and advanced organizing skills; contract analysis and contract writing; budget analysis; and communication skills.

The NEA Reporter attended a regional meeting recently in Mount Vernon, where teacher-negotiators interacted with WEA staff and UniServ staff bargaining experts in role playing and mock bargaining sessions. Teachers posed problem situations for the staffers, who in turn used

Jeanne Bartlett, president of the Arlington Education Association, says, "There's no question that coordinated bargaining means better contracts for all of us."

WEA negotiators listen as Bill Hainer, assistant executive director, chairs a bargaining-planning meeting.



Wes Ruff, WEA negotiator and organizer (center), portrays a convincing board spokesman at a mock bargaining session for teacher negotiators.

role playing to show how to handle specific problems.

The staff bargainers were not unlike professional actors, and teachers sat on the edge of their seats to get a ringside view of expert negotiators simulating real bargaining situations.

"We Were Getting Nowhere"

"Before coordinated bargaining we were really getting nowhere," said Dave Brummel, teacher-negotiator for the 455-member Bellingham Education Association. "Our agreements were simply gentlemen's agreements. But now through coordinated bargaining we've created a position where we're a viable force to be reckoned with and where we can have some impact on education, which is our business."

Said Bartlett: "We would never have known how to bargain if it hadn't been set up this way. Our teachers had never bargained a contract before last year. There's no question that coordinated bargaining means better contracts for all of us."

Indeed, it was reported by several locals that as a result of coordinated bargaining teacher negotiators find themselves better prepared than their school district representatives. Said one teacher: "The proposals we've presented and the rationale that goes with them are so good that they can't even seem to come up with logical counter-proposals. It's frustrating to have to 'help them through' and bring them up to our level of sophistication."

The statistics, according to Hainer, are "most encouraging." One of the state goals for the program is the achievement of contracts providing for binding arbitration of grievances. "Over 80 percent of the locals in our coordinated bargaining program achieved this goal," he said. "A marked increase in grievances has resulted with almost universal arbitration wins; more than 40 percent of the locals have been able to secure agency shop provisions; and the average teacher salary in the state increased nine percent, following last year's increase of nearly eleven percent."

"As more locals choose to recognize the importance of working together, rather than independently, our gains will be even more remarkable," Hainer said.

Teacher negotiators from WEA's Region I meet at a hotel after school in Mount Vernon to observe WEA and UniServ bargaining experts simulate bargaining table situations.

NEA Computer Service Speeds Bargaining Research

Now when a district superintendent claims no money exists for local association salary increases or benefits, a computer at NEA Center can establish whether he is telling the truth—it can even tell if and where the money is hidden in the budget.

Called the Bargaining Support System Network (BSSN), the NEA service now links data retrieval terminals in six state affiliate offices, providing bargaining data for locals in those six states.

Developed as an NEA Research pilot project, BSSN is designed to support local negotiations by providing quick access to computer-stored data relating to teacher salaries, budgets, and contracts.

The six states currently participating in the project—Florida, Maryland, Minnesota, Oregon, Wisconsin, and Washington—have used BSSN a total of 1,000 hours since the pilot development year began. They will continue to use it until the pilot year ends (September 1, 1977), with the costs borne by NEA. After September 1, states will share some of the expenses of the continuing operation of the system.

The total cost per month to each user state will be approximately $800. This figure compares to $1,000 to $4,000 per month for an outside computer research system capable of BSSN-type processing, not including programming and operator costs.

Current plans are to add six additional state associations for the fiscal year September 1, 1977, to August 31, 1978, according to Michael Dunn, NEA assistant executive director for administration. NEA will continue to develop and enhance the system as necessary to best meet the needs of participating state affiliates and of NEA.

Dunn added that training for new state association users—two user meetings and training of selected state staff for delivery of a training package to local staff—are in NEA's 1977-78 budget, subject to adoption at the July NEA Representative Assembly.

"The real value of the BSSN is not simply its ability to provide voluminous information," Dunn said, "but its ability to allow researcher/negotiators to discover and present pertinent information for effective negotiations."

Wisconsin Use High

So far, Wisconsin leads the pack of NEA state affiliates in total time usage.

"Out of 436 school districts, we already have 350 contracts and salary schedules programmed in the computer," said Nelson Cummings, Wisconsin Education Association Council research consultant. "All a local has to do is fill out a request form and we can provide them with a ranking of salary schedules by district or a composite by UniServ district; we can cost out a salary package for them in a matter of seconds; we can provide them with contract language comparisons on any item; potential earnings can be computed for a salary schedule under any standardized career pattern a local chooses; computations can be made to show salary lost to inflation; and a number of other things including budget analysis."

Paul Bierbrauer, UniServ director for South West Teachers United, reports that several of his unsettled locals late this fall were able to press the board right up to the maximum levels because of the information that was available from the computer. "We were able to tell the board things that they didn't know, things in the budget that the superintendent had not bothered to explain to them. That gave us a real edge at the bargaining table," he said.

Oregon Plugs In

The Oregon Education Association has just

(Continued on next page)

Bob Dahlman, Oregon Education Association research director, says, "NEA is providing something that has been needed for a long time. This system is very logical and it's a good use of dues money."

Nelson Cummings (left), WEAC research consultant and BSSN coordinator, and Charles Frailey, WEAC research director, wait for a cost-out of a local's salary proposal that research secretary Sandy Tuskowski is feeding into the computer. Terminals like this are now in use in six state affiliate offices. They retrieve information from the data bank at NEA Center at the touch of a few buttons.

(Continued from preceding page)

recently plugged into BSSN, but is running close on the heels of WEAC in terms of total hours usage.

Bob Dahlman, OEA's new research director and former executive director of UniServ Unit #10 in Portland, said, "in the short time we've been plugged into BSSN, we've had about 25 requests from locals already, including a request for a budget analysis from Portland, which is our largest local.

"We programmed a four-year history of Portland's budgets and audits into the computer and came out with a prediction that the district will have a $4 million surplus this year," he said. "This was confirmed by the district's budget man who admitted to the UniServ consultant who's doing the bargaining that there was going to be a surplus of about $4 million. So we were very accurate in our predictions.

"There are a number of things locals can do with this information," Dahlman continued. "They could go before a public board budget hearing and probably give the school board fits by exposing what the board has actually been doing with the money. For example, there was one year when Portland could have spent an additional $66 per pupil and didn't do so. This amounted to a $4.5 million surplus at the end of the year. Had we had the capability we have now, we could have gone to a public meeting and said, 'How come you didn't spend this money on the kids?' That would have been one way of handling it; but if I were the UniServ consultant I probably would have gone to the superintendent with this information and said, 'Hey, how are we going to handle this?' The other way is kind of a heavy-handed technique that you reserve for later if you need to.

"I think it's a super thing," Dahlman said. "NEA is providing something that has been needed for a long time. Simply from the point of view from a small populated and rural state like Oregon, we could never afford the kind of system that we're now plugged in to unless we got a very substantial increase in dues."

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

February 1977

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA Reporter.

Six roll-call votes were taken at the February 1977 meeting of the Board. (Because of copy deadlines for this issue of the Reporter, the votes listed here are unofficial. Any corrections needed will be reported in later issues.)

1. 1976-77 BUDGET ADJUSTMENTS

Motion: BUTLER—MELLO

To approve adjustments in the 1976-77 budget.

(114—YES, 3—ABSTAIN, 14—NOT VOTING)

Willard McGuire, absent on Association business at the time of the vote, requested his affirmative position recorded.

Ellen Logue requested her affirmative position recorded.

2. FINANCIAL RELATIONSHIPS WITH NYEA

Motion: ROSSOMANDO—MARKS

To approve a proposal for a financial relationship with NYEA.

(110—YES, 3—NO, 4—ABSTAIN,
14—NOT VOTING)

Willard McGuire, absent on Assocation business at the time of the vote, requested his affirmative position recorded.

Ellen Logue requested her affirmative position recorded.

3. STATUS OF PARAPROFESSIONALS

Motion: MARKS—H. HARRISON

To introduce and support, for vote by the 1977 Representative Assembly, to become effective on September 1, 1978, an amendment to delete the provision establishing a separate membership category for paraprofessionals and to add a provision that active membership shall be open to any person who is engaged in directly assisting classroom teachers in discharging their duties; and to substitute the provision that Active members shall hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate if any such credential or certificate is required by their employment for the provision that Active members shall hold or be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by their employment.

(73—YES, 44—NO, 1—ABSTAIN,
13—NOT VOTING)

Booth Woodruff requested the record indicate his negative position.

John Niemeier voted in the negative and submitted the following statement: "I voted 'no' on this question because making a major policy change under a 'legal cloud' is premature. The entire Landrum-Griffin Act needs to be reviewed thoroughly first. An unfavorable ruling from the Labor Department could create major problems for our state and local affiliates."

4. COMMITTEE TO REVIEW EXECUTIVE OFFICERS' COMPENSATION

Motion: EDDY—TINSON

To approve the annual salaries of executive officers, effective September 1, 1977, as follows:

Office of President	$50,000
Office of Vice-President	$42,500
Office of Secretary-Treasurer	$40,000

(89—YES, 16—NO, 2—ABSTAIN,
24—NOT VOTING)

Ruth Keeling submitted the following statement regarding her vote: "While voting in support of the recommendations from the committee which reviewed Executive Officers' Compensation, I strongly disagree with the statement that 'the original policy appears to place too large a salary differential between the offices.' As I see it, salaries paid the executive officers are not paid by the hour or by the project, travel, etc. The office of the President is 'where the buck stops' and he must answer for actions by other officers as well as affiliates, individual members, etc. There is probably no adequate salary to compensate the NEA President for the burden placed upon him by virtue of the nature of ouғ Organiaztion."

5. HILDA MAEHLING FELLOWSHIP PROGRAM PROMOTION

Motion: G. LEWIS—DYER

To authorize the purchase of 10,000 buttons to be distributed at NEA Representative Assembly registration in Minneapolis, to all delegates with the slogan: TOP PRIORITY—KIDS AND TEACHERS • NEA/HILDA MAEHLING.

(59—YES, 41—NO, 31—NOT VOTING)

Marjorie Farr requested her negative position recorded.

6. MAY BOARD MEETING COMMENCEMENT

Motion: NALL—JACKSON

Defeated, by roll call vote, a motion that the Board of Directors meeting begin at 1:00 p.m. on Thursday, May 5, 1977.

(85—NO, 2—YES, 44—NOT VOTING)

KEY: "Y" voted in favor of the issue
"A" abstained on the issue
"N" voted in opposition to the issue
"O" not voting (includes absentees and nonrespondents)

		Roll Call Vote #					
NAMES	**STATE**	**1**	**2**	**3**	**4**	**5**	**6**
Butler	Ala.	Y	Y	Y	Y	Y	N
Dotson	Ala.	Y	Y	N	Y	N	N
Potter	Alaska	Y	Y	N	0	N	N
Rochford	Ariz.	Y	Y	N	Y	0	0
Thompson	Ark.	Y	Y	N	Y	Y	N
Eddy	Calif.	Y	Y	N	Y	N	N
Estrellas	Calif.	Y	Y	N	Y	N	N
Foglia	Calif.	Y	Y	N	0	0	0
King	Calif.	Y	Y	N	Y	N	0
Kuiper	Calif.	Y	Y	N	Y	N	N
Logue	Calif.	0	0	N	Y	N	N
Tinson	Calif.	Y	Y	N	Y	N	0
Woodruff	Calif.	Y	Y	0	Y	N	N
Boggs	Colo.	Y	Y	N	Y	Y	N
Bradshaw	Colo.	Y	Y	N	Y	Y	N
Bell	Conn.	Y	Y	N	Y	Y	N
Rossomando	Conn.	Y	Y	N	0	Y	N
Gates	Dela.	0	0	0	0	0	0
Murphy	D.C.	Y	Y	Y	Y	Y	N
Martin	Fla.	Y	Y	Y	Y	Y	N
Myrick	Fla.	Y	Y	Y	Y	Y	N
Cantey	Ga.	A	N	N	N	Y	0
Husbands	Ga.	A	N	N	N	Y	0
Wright	Ga.	Y	N	N	N	Y	N
Fujimori	Hawaii	Y	Y	A	Y	Y	N
Ducker	Idaho	Y	Y	N	Y	Y	N
Estrop	Ill.	Y	Y	Y	Y	0	N
Loyd	Ill.	0	0	0	0	0	0
Mack	Ill.	0	0	0	0	0	0
Rich	Ill.	0	0	0	0	0	0
Denny	Ind.	Y	Y	N	Y	Y	N
Hock	Ind.	Y	Y	Y	Y	Y	0
Halliburton	Iowa	Y	Y	Y	Y	0	0
Mitchell	Iowa	Y	Y	Y	Y	N	N
Peterson	Kans.	0	0	0	0	0	0
Swanson	Kans.	0	0	0	0	0	0
Nall	Ky.	Y	Y	N	Y	Y	N
Pessarelli	Ky.	Y	Y	Y	Y	N	0
Kelly	La.	Y	Y	Y	Y	N	0
Sanders	Maine	Y	Y	Y	N	N	0
Jones	Md.	Y	Y	Y	Y	N	N
Washington	Md.	Y	Y	Y	Y	N	N
Flanagan	Mass.	Y	Y	Y	Y	Y	N
Gaskins	Mass.	Y	Y	Y	Y	Y	N
Gilmore	Mass.	Y	Y	Y	Y	Y	N
Schutt	Mass.	Y	Y	Y	Y	Y	N
Christian	Mich.	Y	Y	Y	N	Y	N
Duckworth	Mich.	Y	Y	Y	Y	Y	0
Jackson	Mich.	Y	Y	Y	N	Y	N
Kosa	Mich.	Y	Y	Y	Y	Y	N
Safronoff	Mich.	Y	Y	Y	N	Y	N
Bauermeister	Minn.	Y	Y	N	Y	N	N
Holman	Minn.	Y	Y	N	Y	N	Y
Zins	Minn.	Y	Y	N	Y	N	N
Woods	Miss.	Y	Y	N	Y	0	0
Keeling	Mo.	Y	Y	Y	Y	N	N
Johnson	Mont.	Y	Y	N	Y	Y	N
Kriha	Nebr.	Y	Y	Y	N	Y	N
Conrad	Nev.	Y	Y	N	Y	N	N
Murphy	N.H.	A	A	Y	Y	N	0
Blackburn	N.J.	Y	Y	Y	Y	Y	N
Gibson	N.J.	Y	Y	Y	0	Y	N
Neblett	N.J.	Y	Y	Y	Y	Y	N
Parish	N.J.	Y	Y	Y	Y	Y	N
Stilwell	N.J.	Y	Y	Y	Y	Y	N
Smith	N.Mex.	Y	Y	N	Y	Y	N
Burke	N.Y.	Y	Y	Y	Y	0	0
Carden	N.Y.	0	0	0	0	0	0
Hedstrom	N.Y.	Y	Y	Y	Y	N	N
Koblitz	N.Y.	Y	Y	Y	0	0	0
McCaffery	N.Y.	Y	Y	Y	0	0	0
Pisa	N.Y.	Y	Y	Y	Y	0	0
Washington	N.Y.	Y	Y	Y	0	0	0
Johnson	N.C.	Y	Y	N	Y	Y	N
Jones	N.C.	Y	Y	N	Y	Y	N
Lewis	N.C.	Y	Y	N	Y	Y	N
Kolsrud	N.D.	Y	Y	N	0	0	0
Dickau	Ohio	Y	Y	Y	Y	0	0
McDonald	Ohio	Y	Y	Y	Y	Y	N
Traxler	Ohio	Y	Y	Y	Y	0	0
Willcox	Ohio	Y	Y	Y	Y	Y	N
Wilson	Ohio	Y	Y	Y	Y	Y	0
Dyer	Okla.	Y	Y	Y	Y	Y	N
Fulton	Okla.	Y	Y	Y	Y	Y	N
Harrison	Ore.	Y	Y	Y	Y	N	N
Lawrence	Ore.	Y	Y	Y	Y	N	N
Jewett	OV	Y	Y	N	N	0	0
Burse	Pa.	Y	Y	Y	Y	N	N
D'Andrea	Pa.	Y	Y	Y	Y	N	0
Farr	Pa.	Y	Y	Y	Y	0	0
Fox	Pa.	Y	Y	Y	Y	N	N
Freitag	Pa.	Y	Y	Y	A	N	N
Hackett	Pa.	Y	Y	Y	Y	N	N
Velez	P.R.	0	0	0	0	0	0
Mello	R.I.	Y	Y	Y	Y	N	N
Cooper	S.C.	Y	Y	N	Y	Y	N
Taylor	S.C.	Y	Y	N	Y	Y	N
Horgen	S.D.	Y	Y	N	Y	Y	0
Lewis	Tenn.	Y	A	N	Y	Y	0
Pike	Tenn.	Y	A	N	Y	Y	N
Utley	Tenn.	Y	A	N	Y	Y	N
Avila	Texas	0	0	0	0	0	0
Devers	Texas	Y	Y	Y	Y	Y	N
Hunt	Texas	0	0	0	0	0	0
Pendergrass	Texas	Y	Y	Y	Y	Y	N
Reininger	Texas	Y	Y	Y	Y	Y	0
Stephenson	Texas	Y	Y	Y	0	0	0
Canning	Utah	Y	Y	N	Y	Y	N
Chaffee	Vt.	Y	Y	N	Y	N	N
Coffey	Va.	Y	Y	Y	N	0	0
Moody	Va.	Y	Y	Y	N	Y	N
South	Va.	Y	Y	Y	N	Y	N
Armbrust	Wash.	Y	Y	Y	0	N	N
Aucutt	Wash.	Y	Y	Y	0	0	N
Keeney	W. Va.	Y	Y	Y	N	N	N
Blank	Wis.	Y	Y	Y	N	N	N
Niemeier	Wis.	Y	Y	N	0	0	0
Pyle	Wis.	Y	Y	Y	N	Y	N
Fitch	Wyo.	Y	Y	Y	N	Y	N
Benson (at-large)	Tenn.	Y	Y	N	Y	Y	N
Sproul (at-large)	Ky.	Y	Y	Y	Y	N	N
Tate (at-large)	Ga.	0	0	0	0	0	0
Bowser	Ex. C.	0	0	0	0	0	0
Harrison	Ex. C.	Y	Y	Y	Y	N	N
Lipscomb	Ex. C.	Y	Y	Y	Y	N	N
Marks	Ex. C.	Y	Y	Y	Y	Y	N
Woodard	Ex. C.	Y	Y	N	Y	N	N
Wynn	Ex. C.	Y	Y	Y	A	N	Y
McGarigal	Ex. C.	Y	Y	Y	Y	Y	N
McGuire	Ex. C.	0	0	Y	Y	N	N
Ryor	Ex. C.	Y	Y	Y	Y	N	N

NEA Convention Minneapolis

Thousands of American Educators Will Gather for NEA Meeting

MINNEAPOLIS, MINN.—Some 10,000 teachers, professors, and other educators will gather here this summer to discuss and act on a variety of educational and organizational issues. Among expected topics at the July 1-6 NEA Annual Meeting are President Carter's energy proposals and how they affect schools; declining enrollments, school finance, teacher supply and demand; legislation for the handicapped and its implications for the schools; the effects of the recent Supreme Court decision on corporal punishment; the Equal Rights Amendment; progress by associations in dealing with school violence; and changes in the NEA Presidential endorsement procedure to provide more flexibility in the 1980 elections.

Major sessions, exhibits, and displays will be at the Minneapolis Auditorium and Convention Hall in downtown Minneapolis.

Delegates to the 115th NEA Annual Meeting will elect a president and vice-president and two members of the NEA Executive Committee. NEA President John Ryor, who will preside in Minneapolis, and Vice-President Willard McGuire are running for re-election. Their statements, along with statements by Executive Committee candidates, appear on the next page.

Haley To Speak

Delegates will hear "Roots" author Alex Haley at a July 5 morning session, as well as Russell W. Peterson, president of New Directions. On the morning of July 4, Shalom Levin, general secretary of the Israel Teachers Union, is scheduled to address the Representative Assembly.

New members and first-time convention delegates will be briefed at an orientation session July 1 (2 to 4:30 p.m., Main Hall in the Convention Hall).

Items of new business to be voted on by the Representative Assembly must be presented in writing to the Committee on Constitution, Bylaws, and Rules prior to the close of the third business meeting of the Representative Assembly. Each new business item must be accompanied by a brief written rationale.

The Committee on Constitution, Bylaws, and Rules will not knowingly accept a new business item that is not accompanied by a rationale. If the committee inadvertently accepts a new business item without a rationale, every effort will be made to return the item to the contact person so that a rationale can be provided. New business that is not accompanied by a rationale will not be transmitted to the Representative Assembly for action.

Exhibits Extensive

An extensive roster of exhibits will open in the Auditorium starting Friday noon, July 1, and run through Sunday, July 3, at 11 a.m. On Saturday, July 2, from 5 to 7 p.m., delegates are invited to meet candidates for NEA office at their booths in the exhibit area.

Free buses will take delegates and registered guests to and from all official hotels and the Convention Hall. Camping facilities will be available starting at noon on June 30 and continuing through noon July 7. For information and/or to register for camping space, write to Bill Hasse, 581 Eleventh Ave., N.W., New Brighton, Minnesota 55112. Registration requests must include a $3.50 check for one day's camping made out to "Minnesota State Host Committee."

Two Social Nights Planned

The evenings of July 3 and July 5 during the Annual Meeting are set aside for social events.

On July 3, from 7 p.m. to midnight, delegates and guests may attend Friendship Night at the Radisson Downtown Hotel. The evening will include shows and dancing. The J. B. Grads, a young group with a unique sound, will perform in the Star of the North Ballroom. The J. B. Grads have appeared in 32 states during the last four years, attracting attention for such performances as their half-time show for the Minnesota Vikings football team.

The President's Ball—"Salute to the Stars"—is scheduled for the evening of July 5. State association presidents will be in the spotlight this night, with a special table set up for each state in the Great Hall of the Radisson South Hotel in Bloomington. Dancing to Jules Herman and his orchestra will begin at 9 p.m., continuing until 1 a.m., with a show and special presentation during intermission.

Free shuttle buses will take conventioners to and from these activities.

The ball will also be a fund raiser for the NEA Political Action Committee, based on a $15 per person (two for $25) advance donation—see coupon below.

ADVANCE TICKET REGISTRATION FORM
The President's Ball
featuring
"A SALUTE TO THE STATES"
The Great Hall . . . Radisson South Hotel July 5, 1977 9:00 p.m. - 1:00 a.m.

$15.00 SINGLE — ADVANCE SPECIAL "TWO FOR $25.00" — BEFORE JUNE 15

BENEFIT — NEA POLITICAL ACTION COMMITTEE

Please mail .... tickets Check enclosed ....(amount)
Make check payable to "National Education Association"

NAME ....

ADDRESS ....

....

MAIL TO: NEA-OCCM (Room 406E), 1201 - 16th Street, N.W., Washington, DC 20036

Higher Education Council Elections Scheduled for Minneapolis

MINNEAPOLIS, MINN.—Higher education delegates to the 1977 NEA Representative Assembly will be voting here this summer to fill nine seats on the Higher Education Council. This elected body is NEA's guarantee that faculty from college campuses organized for collective bargaining or seeking to become organized will have direct liaison with NEA governing bodies and will be involved in Association decision making.

Running unopposed for a second term as Council chair is incumbent Jim Davenport, Washtenaw Community College, Ann Arbor, Mich. Candidates for the vice-chair position are Lloyd Evans, El Paso Community College, Colorado Springs, Colo.; John Hubbell, Los Angeles (Calif.) Pierce College; Don Marsian, Hillsborough Community College, Tampa, Fla.; and Doug Ralston, Mankato (Minn.) State College.

Vying for the minority delegate position are Consuelo Nieto, California State University, Long Beach; Alice Peters, Bergen Community College, Paramus, N. J.; and Donald Sims, Washtenaw Community College, Ann Arbor, Mich.

The Council chair and vice-chair are elected each summer for one-year terms beginning September 1. The minority representative is elected every other year for a two-year term. The remaining ten members of the Council are elected regionally for two-year terms; six of the ten regional seats will be open this summer.

NEA Convention Minneapolis

Delegates to the 1977 NEA Representative Assembly in Minneapolis will elect a president, vice-president, and two members of the Executive Committee. The president and vice-president will serve two-year terms beginning September 1, 1977. The two Executive Committee members will serve three-year terms beginning September 1, 1977.

Pursuant to the requirements of Article V, Section 1(c), (d), or (e), of the Constitution, nominations and elections may be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the Board of Directors. Nominations and elections also may be held for at-large ethnic-minority representation on the Executive Committee pursuant to the requirements of Article VI, Section 1(b), of the Constitution.

Nominations may be made by delegates in accordance with Standing Rule 10. Candidates for office shall have been active members of the NEA for at least five years immediately preceding the election. In accordance with Standing Rule 10, nominations will be made at the first meeting of the Representative Assembly, Sunday, July 3. Each candidate for office must have filed a certificate of eligibility with the Executive Director no later than at the time of nomination.

The election of officers will be held on Monday, July 4. If any position is not filled by majority vote, runoff elections will be held until each position is filled by majority vote. Runoff elections, if necessary, will begin on Tuesday, July 5.

NEA Standing Rule 10.D., Advance Publicity, contains the following provisions:

"Candidates for executive office or membership on the Executive Committee may file their intention in writing with the Executive Director of the NEA, along with a picture and biographical data. The Executive Director of the NEA shall publish in an NEA publication sent to active members the picture and biographical statement of each candidate who has filed and presented such data by April 1. The eligibility of such candidates shall be verified prior to publication."

The persons whose pictures and statements are presented here have filed for office by April 1, 1977. Other candidates may file at any time. Candidates for each office are presented in the order in which they filed for office.

Seven File for NEA Offices

For President

John Ryor

As the first two-year president under the new NEA Constitution, John has spoken forthrightly for America's classroom teachers on such matters as equal rights, collective bargaining, improved funding of education, and improving the classroom setting so as to make it possible for teachers to teach and students to learn.

His sensitive and articulate leadership style has been instrumental in bringing NEA to the forefront on matters of national educational policy and in the establishment of NEA as an important force in the political life of America.

John has demonstrated, time and again, his capacity for making things happen. It is on this basis that he asks for your support for a second two-year term as NEA president.

For Vice-President

Willard H. McGuire

Willard is seeking reelection as NEA vice-president. He has been on leave from his position as a junior high mathematics and Spanish teacher in North St. Paul, Minnesota.

He is an experienced Association leader, having served successfully as an elected leader at the local, state, national, and international levels for the united teaching profession.

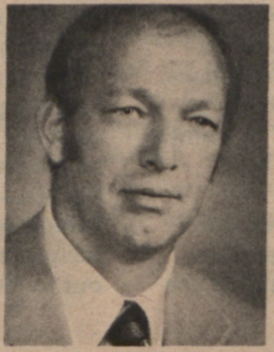
Willard is committed to asserting a strong NEA position on collective bargaining, increased federal funding for education and teacher control of our profession.

He believes the involvement of teachers in the political arena is absolutely necessary to insure that education issues are heard and given higher priority.

His experience as NEA vice-president equips him well to meet these challenges. He is endorsed by his local association and the Minnesota Education Association.

For Executive Committee

(Two to be elected to three-year terms)



Ronald G. Bruch (Mo.)

"I believe the NEA must act positively to restore public confidence in education and to secure the recognition, respect and economic benefits that teachers deserve. I want to help provide this leadership thrust from the Executive Committee.

"My priorities are to strengthen the Association through (1) additional training for leaders and UniServ staff; (2) continued minority guarantees in elected and appointed positions; (3) strong state and local affiliates; (4) student NEA involvement and support . . .

"So we can achieve (1) the spokesperson's role for education; (2) adequate funding for education; (3) comprehensive teacher defense programs; (4) extensive political action; (5) bargaining rights through state or federal legislation; (6) the eradication of prejudices and injustices.

"I will respond effectively to teacher needs."

Lauri Wynn (Wisc.)

Lauri Wynn, a Milwaukee, Wisconsin, elementary teacher, is seeking her second term on the NEA Executive Committee. Lauri's proven leadership is characterized by an uncanny ability to grasp the heart of an issue and move articulately, forcefully, and courageously. Delegates to previous NEA Conventions will remember her clear, concise, hard-hitting presentations.

Lauri Wynn has served in the following capacities:
NEA Board of Directors
NEA and Wisconsin EA Teacher Rights Committees
Chairperson, NEA Ethics Committee
Chairperson, NEA Inquiry Panel on Censorship
NCUEA Con-Con Delegate, Committee of 12
NEA-PAC and its Steering Committee
Two terms, president, Wisconsin Education Association
Coalition of Labor Union Women Coordinating Comm.

Elaine W. Marks (S. Car.)

Elaine Marks, an incumbent, is by choice a secondary school teacher of world history and comparative political systems. She was elected to the Executive Committee for a two-year term in 1975. Her dedication and association work have given her the reputation as a strong teacher advocate and a fighter for a truly independent united teaching profession.

Elaine believes strongly in the protection of human and civil rights of teachers and students, women's rights, a strong political action organization, and professional excellence.

She is a leader who is sensitive to the needs of others and has served her professional organization at all levels, from building representative to the NEA Executive Committee. She is also the liaison to the NEA International Relations Committee.

Bill Bell (Conn.)

Classroom teacher of English, Bill Bell, a former local association negotiator, grievance chairman, and president from Fairfield, Connecticut, addresses real problems on a grass roots level. As a member of the Connecticut Education Association Board of Directors and a member of the National Education Association Board of Directors, Bill has urged the formation of Action Committees on a state and national level to assure the direction of the associations toward the United Teaching Profession goals as one central force.

An articulate voice before Senator Birch Bayh's committee on crime and violence in the schools, Bill again addressed local problems on a national level. A member of his town's political committee, Bill also won a delegate's seat at a national political convention as a teacher-delegate.

Mrs. Billye Pope (Ky.)

"I teach ninth grade social studies in Lexington, Kentucky.

"My association activities began as a building representative in the Fayette County Education Association. The teachers of Fayette County and Kentucky have continued to elect me to increasingly responsible leadership positions. I am now the immediate past president of the Kentucky Education Association.

"Teachers are the largest group of well-educated, highly-trained professionals in this nation. We know best what the needs of education are. My experience suggests, though, that we lack enough prestige and power to guarantee that our knowledge and ability is used to make the improvements in education we know to be imperative.

"Those we teach deserve that guarantee. I want the NEA to insure that they have it now. I need your support."

Proposed NEA Resolutions, 1977

WASHINGTON, D. C.—NEA's 132-member Resolutions Committee met here March 17-19 to review the 1976 resolutions and to discuss proposed 1977 resolutions.

NEA Executive Director Terry Herndon spoke to the group and responded to questions on a variety of Association activities. The committee—with members from every state, Puerto Rico, and overseas—also received information from representatives of NEA Research, Government Relations, and Teacher Rights.

Chairperson Lois Tinson said that the major purpose of the committee's March meeting was to review all proposals received from members and affiliates to that time and to prepare proposed 1977 resolutions.

The proposed 1977 resolutions (which appear on this and the next pages) may be changed and topics added in Minneapolis.

"Members are urged to send comments on these proposals to the Resolutions Committee staff at NEA Center, so that the committee can consider them at its meeting just prior to the opening of the Representative Assembly," Tinson said. "Delegates will have an opportunity to make additional comments before the Assembly convenes at the Open Hearing on Resolutions to be held from 3-5 p.m., July 2, at the Convention Center in Minneapolis," she added.

Continuing resolutions to be changed, edited, or deleted are starred and followed by a brief italicized description of the proposed change. Proposed 1977 annual resolutions follow under the appropriate goal.

Delegates are urged to bring this issue of the NEA REPORTER to the Minneapolis meeting. The preliminary report of NEA Resolutions will not be reproduced widely in any other form.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

FOREWORD

The Constitution of the National Education Association states that the goals of the Association shall be the goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

Resolutions of a more permanent nature are "continuing resolutions." The titles of these resolutions will be preceded by the goal letter and the appropriate number. Resolutions of immediate concern are "annual resolutions." Their titles will be preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. NATIONAL ADVOCATE FOR EDUCATION

A-1. Educational Opportunity for All—The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States. The individual also must be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency.

A-2. Public Education—The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association.

A-3. Educational Neglect—The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

A-4. Environmental Education—The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education: (a) for use, stewardship, and preservation of a viable environment (b) to eliminate pollution; (c) to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival; and (d) to promote establishment of federal Wilderness Areas.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns.

A-5. United States Department of Education—The National Education Association urges the establishment of a cabinet-level U.S. Department of Education

A-6. Decentralization in Large Cities—The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city.

A-7. Public Understanding—The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems. It also recognizes the responsibility to publicize adverse educational conditions and to support associations in attempts to improve conditions in their districts.

The Association also believes that there must be a representative, nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

A-8. Mass Media—The National Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive, and accurate presentations. It notes the progress that is being made to improve such programs and materials.

The Association recommends that educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers.

A-9. Organizations of Other Nations—The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations.

77-1. Deleterious Programs—The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching profession: performance contracting, tax credits for tuition to private and parochial elementary and secondary schools, voucher plans, and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching profession to prevent such abuses.

77-2. World Peace—The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs that foster the types of education, including the study of additional languages, and good will that promote the ideals of peace, freedom, and human dignity.

77-3. Cable Television—The National Education Association believes that expanding cable television (CATV) technology should provide telecommunications services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to monitor community franchises and to support provisions by municipalities to set aside a percentage of the franchise for school and public access programming.

The Association encourages local affiliates to develop educational and public information programs and to increase the use of educational access channels to promote better understanding of education within their communities.

77-4. Federal Support for Public Welfare—The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity.

77-5. Planned Program Budgeting Systems—The National Education Association believes that planned program budgeting systems (PPBS) are often used in a deleterious manner as vehicles for the introduction of *de facto* performance contracting or for the implementation of plans for holding teachers accountable without permitting them to share in the process of educational decision making.

The Association urges that no PPBS plan be undertaken or continued unless local affiliates are full partners in the study of the PPBS plans and in the design, authorization, implementation, and evaluation of adopted plans.

The Association is aware of the misuse of PPBS plans and will assist its affiliates in correcting such abuse.

77-6. Public Broadcasting Services and National Public Radio—The National Education Association believes that Public Broadcasting Services (PBS television) and National Public Radio (NPR) can have a positive impact on the educational process. The Association urges its affiliates to become involved in the producing programming, and utilization of PBS and NPR broadcasts. The Association urges the enactment of legislation that provides financial support for public broadcasting.

77-7. Voucher Plans—The National Education Association believes that voucher plans under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting voucher feasibility studies and the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

77-8. World Hunger—The National Education Association recognizes the extensive suffering and death that plague humankind as the result of mass malnutrition and starvation and deplores those conditions that result in the gross inequities of the distribution of present food supplies.

The Association endorses the resolution of the World Food Conference by the U.N. General Assembly "that all governments should accept the removal of the scourge of hunger and malnutrition . . . as the objective of the international community as a whole. . . ." The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production.

The Association believes educators must teach the facts of world hunger and malnutrition and help students develop the capacity and the commitment to resolve these problems.

77-9. Urban Development—The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects.

77-10. Zionism—The National Education Association has long been an advocate of the United Nations and has actively supported the many worthwhile activities of that body. The Association is appalled, however, by the action at the UN General Assembly in declaring Zionism a form of "racism and racial discrimination."

Zionism is a part of the Jewish people's struggle for a homeland. It has been a movement to save themselves from discrimination and eradication. It has been a symbol of the revival of the Jewish national life. One cannot forget the centuries of discrimination suffered by the Jewish people and the holocaust which led to the extermination of six million Jews.

The passage of the resolution is a profound error of judgment that equates Zionism with racism and racial discrimination and thereby threatens the state of Israel.

The National Education Association is deeply committed to the elimination of racial and religious discrimination in all of its forms. It therefore deplores the UN General Assembly action which departs so radically from the ideals expressed in that organization's charter. The Association urges prompt repeal of the resolution.

77-11. Rural Education—The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems.

77-12. Right to Dissent—The National Education Association believes that all governments must respect the basic human rights of freedom of belief, speech and political action. The Association further deplores the use of torture, imprisonment, execution, deportation and terror to stifle dissent.

77-13. Energy Program—The National Education Association urges federal, state, and local governments to develop a strong energy program. It urges its affiliates to take the necessary steps with all U.S. agencies dealing with energy use to insure that schools will be given a high priority in any crisis so as to provide for continued instruction.

The Association believes that school systems share responsibility with the community in meeting crises that affect the well being of the public.

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

***B-1. Improvement of Instruction**—The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

Substituted "positive" for "affirmative" in 2nd paragraph; deleted last paragraph.

The Association believes that student cheating is a serious problem. It recognizes that the causes are complex and that positive, real solutions are elusive. It urges its affiliates to explore carefully the causes of student cheating.

B-2. Bilingual-Multicultural Education—The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual-multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual-multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

***B-3. Health of Children**—The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere.
b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements.
c. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities.
d. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.
e. Strengthen and improve the enforcement of child abuse laws.
f. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.
g. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children.

The Association also believes that physical programs should be developed and maintained commensurate with physical maturation levels of children.

Revised "a" and "c."

B-4. Pupil Personnel Services—The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, health,

NEA Resolutions

Continued

speech, and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the elementary level, since behavioral and attitudinal patterns are established at an early age.

B-5. Conversion to the Metric System—The National Education Association believes that a carefully planned effort to convert to the International System of Units (SI metric system) is essential to the future of American industrial and technological development and to the evolution of effective world communication. It will work with the National Metric Board created by the Metric Act of 1975 to facilitate such a conversion.

The Association urges that the SI metric system of weights and measures be taught at the appropriate educational levels to assure the orderly transition to the use of the SI metric system as a primary system.

***B-6. Basic Financial Support of Public Education**—The National Education Association believes that to achieve the Association's commitment to equal educational opportunity and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. These federal monies must be expended solely for public education. Therefore, we seek support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Federal funds must be allocated without federal control for expenditure and be suballocated by state education agencies. At the local level, instructional programs which are federally funded, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

e. All programs must make adequate provision for research and development, and for promoting improvements in educational practice.

f. Present federal programs of specific aid must be expanded and improved by consolidation and simplification of administration.

These specific programs (categorical aid) should not be counted as part of the one-third general funding.

g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

h. Local governing boards must be fiscally independent and restrictive limits must not be imposed on their budgets or long-term borrowing.

i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

j. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students.

Combination of B-6 and B-7 and new concepts.

B-8. Education in Correctional and Rehabilitation Agencies—The National Education Association will provide legislative and professional support to its members teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist its members in improving the standards of instruction in these institutions.

***B-9. First American Education**—The National Education Association recognizes that the complexity and diversity of needs of the American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders, and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of efforts to extend Indian self-determination.

The Association supports programs that provide for:

a. Legislation that assures the involvement and control of First American education by First American parents, communities, and educators.

b. First American involvement in teacher training programs dealing with cultural pluralism and the teaching of First American values, heritage, culture, and language.

c. Assistance to local and state associations in meeting the educational needs of First American students.

d. Substantial participation by American Indians in NEA conferences and leadership training programs.

e. Coordination with existing American Indian organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian people.

f. Higher education opportunities for all American Indian students through direct governmental assistance in graduate and undergraduate programs.

g. Indian involvement in developing multiracial learning centers at higher education institutions.

h. First American involvement in lobbying efforts in Washington, D.C.

Revised and added concepts.

77-14. Sex Education—The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and venereal disease.

77-15. Drug Dependency—The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws and the improvement of the drug rehabilitation program.

The Association discourages the use of marijuana and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Penalties for private possession and use should be less stringent.

77-16. Career Education—The National Education Association believes that a goal of public education is to provide all individuals, pre-school through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching profession should be encouraged to provide in-service experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs.

77-17. Vocational and Adult Education—The National Education Association believes that preparation of youth for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs should be developed for all youth which will assure equal opportunity for occupational development. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for out-of-school youth and adults.

The Association supports vocational and technical education as a major component of preparatory education preceded by programs of awareness and exploration to aid young people in vocational choices. These exploratory courses should be incorporated into traditionally academic courses.

The Association supports legislation to provide full funding of comprehensive secondary and post-secondary vocational training and Adult Basic Education programs.

77-18. Chicano Self-Determination in Education—The National Education Association recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling Chicano students, the Association urges the employment of bilingual visiting teachers and counselors to meet Chicano student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural (including language) characteristics of Chicano children regardless of the availability of federal funds.

77-19. Student Rights and Responsibilities—The National Education Association believes that basic student rights include: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

77-20. Discipline—The National Education Association believes that an atmosphere of discipline is essential to promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association believes that local affiliates should negotiate a process whereby administrators, teachers, parents, and students will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior. It encourages its affiliates to negotiate for services supportive of the classroom teacher.

Local affiliates should consider the development of public alternative schools or programs different from the traditional pattern and should work for community acceptance of varied educational methods.

The Association acknowledges the need for research which will identify effective discipline techniques. This research should serve as the basis for guidelines for publication.

The Association supports student and teacher rights and responsibilities in the education process. It supports legislation that will provide for disciplinary procedures within the education process that not only protect the student's right to a fair hearing but will also provide the classroom teacher with the authority to maintain internal classroom management. The Association will work for court decisions that will support the teacher's right to have control of the education process of the classroom.

77-21. Exceptional Student Needs—The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are: displaced students of desegregated districts; push-outs; the disruptive student; the disabled reader; the physically handicapped, including the sensory impaired; the gifted and creative; the low ability; the underachiever; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, multisensory in-service training of educators, and provision for development of programs at the local, state, and national levels. The Association further supports the effort of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas.

77-22. Early Childhood Programs—The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities and the poor in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states, and objects to federal government intervention in the credentialing process.

The National Education Association urges its affiliates to seek legislation that would insure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of fully funded kindergarten programs in all states.

77-23. The Sensory Impaired Student—The National Education Association recognizes that sensory impaired children have not been fully integrated into the public schools. The Association urges that comprehensive communications programs be established within the schools for teaching the sensory impaired. It recommends that the necessary equipment and specialized personnel be provided and that such programs be funded at the state and federal levels.

The Association will seek legislation to provide programs and funding which will guarantee sensory impaired students the right to a free public school education.

77-24. Communication with the Deaf—The National Education Association believes that the lack of communications between the hearing and the deaf has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that total communication techniques be included in programs for hearing students in kindergarten through adult education.

The Association urges all schools and other community organizations to actively encourage the participation of deaf children and adults in their regular programs. The Association shall encourage federal, state, and local governments to expand their programs for more complete integration of the deaf into our society.

77-25. Child Abuse—The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should cooperate with community organizations to increase public awareness and understanding of child abuse.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, (b) require educators to report to the appropriate authorities instances of suspected child abuse, and (c) provide for protection of children from other children.

77-26. Federal Impacted Aid—The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

77-27. Youth Detention and Incarceration—The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed.

77-28. Extracurricular Funding—The National Education Association believes that at all educational levels students who wish to participate in athletic programs and students who prefer to participate in other types of extracurricular programs must have equal opportunity to participate in funded extracurricular activities.

The Association urges that funds for extracurricular activities, including funds allocated for facilities, equipment, and remuneration of staff, be equitably allocated between athletic and nonathletic extracurricular programs.

77-29. Mainstreaming—The National Education Association supports the concept that handicapped students should be placed in a learning environment that best provides for their needs as determined by the teacher, specialists, and the child's parents. The Association recognizes the additional problems created by mainstreaming and will support the program only when:

a. It provides a favorable learning experience both for handicapped and for regular students.

b. Regular and special teachers and administrators share equally in its planning and implementation.

c. All staff are prepared for these roles through inservice, training, and retraining.

d. Appropriate instructional materials, supportive services, and pupil personnel services are provided for the teacher and the handicapped student.

e. Modifications are made in class size, scheduling, and curriculum design to accommodate the shifting demands that mainstreaming creates.

f. There is a systematic evaluation and reporting of program developments.

g. Adequate additional funding and resources are provided for mainstreaming and are used exclusively for that purpose.

h. Staff reduction does not result from mainstreaming.

77-30. Migrant Workers—The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to insure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state that has migrant children in its school system.

77-31. Financial Crisis—The National Education Association believes that free public education is in a financial crisis due to mounting inflation and/or declining enrollment. The united teaching profession seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes all efforts by local or state governments to shorten the school year by closing the school for the purpose of solving budgetary problems. The Association also opposes the establishment of ad hoc classrooms in the event of school closures.

77-32. Refugee Education—The National Education Association urges that the federal government assume the financial responsibilities for educating refugees. The federal government should make funds available to school districts according to need for the implementation of educational programs designed to educate the child refugee to live and work in a culturally pluralistic society where English is the predominant language.

77-33. Youth Camp Safety—The National Education Association believes that all students who attend summer camps are entitled to protection, proper supervision, and facilities.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be adequately trained and that all facilities meet safety standards.

77-34. High School Programs—The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education. The Association rejects proficiency tests as the sole criteria for high school graduation but stresses that any equivalency procedures should be supervised by qualified faculties.

The Association believes schools should offer program options for individual students and urges teachers to take the lead in establishing high school educational experience designed for all students.

The Association also believes the public interest must be protected by insuring that any such optional educational programs are directed by certificated teachers.

77-35. Middle School and Junior High Programs—The National Education Association believes in the creation of special curriculum, guidance, and counseling programs to meet the special needs of middle school and junior high school level students.

77-36. School Transportation—The National Education Association believes that all aspects of transporting students need close scrutiny. It believes that safety requirements for buses and other designated school vehicles must be stringently enforced and overcrowding be prohibited.

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

***C-1. A Certificated Educator in Every Professional Position**—The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempt to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity.

Added "substitute" in 2nd paragraph.

C-2. Evaluation and Subjective Ratings—The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators nor should the evaluation of students taking assessment tests be used for purposes such as salary, tenure, retention, or promotion.

C-3. Accreditation of Teacher Preparation Institutions—The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function.

C-4. Time To Teach—The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period, time for planning, and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the classroom teachers serving students should be at least 60 classroom teachers per 1,000 students, not including paraprofessionals.

77-37. Teacher Education—The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that professional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession.

b. Critically assess current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification and the provision for inservice workshops in these areas for experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers.

f. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teachers organizations.

g. Support the teaching of methods courses by teachers currently employed in elementary and secondary schools.

h. Support requirements in state certification standards for specific course work in reading instruction.

i. Formulate standards for school systems receiving student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

j. Recommend Student NEA membership before participation in professional experiences and student teaching.

k. Take immediate steps to improve the selection of persons entering the profession through more effective screening of applicants for the preprofessional practicum.

l. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

m. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

77-38. Continuing Education—The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including inservice and the concept of centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school districts have a responsibility to fund professional development programs and inservice conference expenses for all staff.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have a decisive voice at every stage of planning, implementation, and evaluation.

77-39. Competency-Based Programs—The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for pre- and inservice teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence that reduce the process of teaching to mechanical, nonprofessional acts, or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented that do not first provide for carefully controlled research and development to assure validity and reliability which indicate that such programs are an improvement over present programs. Teachers must be involved in such research and development.

77-40. Teacher Exchange Programs—The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs within and among the states, and among schools of federal agencies within the United States, and abroad.

77-41. Misuse of Interns—The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

Internship is to be utilized solely as an avenue to the development of professional expertise and not as a means to the reduction of educational staff and/or budgets.

The Association is aware of the misuse of internship programs and will assist its affiliates in correcting such abuse.

77-42. Criteria for Certification and License—The National Education Association believes that no single criterion should be used for determining who should study for and be licensed in the teaching profession. A broad range of multiple determiners should be used, including professional judgments of the candidate's instructors, samples of the candidate's work, and evaluation of his or her working relationships with students and teachers.

The Association supports rigorous and relevant evaluation in selecting and preparing teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. The Association is convinced that no test now in existence is satisfactory for use as one of the criteria.

77-43. Credit Assignment—The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits.

77-44. Mandated Standards for Educational Programs—The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement.

D. RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

***D-1. Paraprofessional and Auxiliary Personnel**—The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of paraprofessional and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of paraprofessional and auxiliary personnel as an excuse to increase class size. It insists that paraprofessionals be used only for non-instructional assistance to the classroom teacher.

The Association condemns the practice of assigning paraprofessionals who hold teaching certificates to professional assignments without changing their status on salary schedules commensurate with the new assignment. The Association urges its local affiliates to negotiate for the payment of the appropriate professional salary to paraprofessionals holding teaching certificates during the time they may be assiged professional duties.

Substituted "selection" for "recruitment" in 1st paragraph and added 2nd sentence in 2nd paragraph.

D-2. Selection of Materials and Teaching Techniques—The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials.

D-3. Cultural Diversity in Instructional Materials and Processes—The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classroom and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their life-styles, but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes.

D-4. Academic Freedom—The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

77-45. Sexism in Education—The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

***E-1. Physical Environment for Learning**—The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students.

Added "quantity" in last sentence.

E-2. Professional Salaries — The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra duty pay.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels.

E-3. Tax Deductions for Professional Expenses — The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home.

***E-4. Teacher Retirement** — The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs include:

a. Boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Full vesting after not more than 5 years of service.

e. Provisions permitting the purchase of at least 10 years of out-of-state teaching credit and credit for leaves for maternity/paternity.

f. Benefits after 20 years of service of at least 50% of the highest single year's rate of salary.

g. Normal retirement with 20 years of creditable service on normal retirement benefits at age 55 with 25 years of creditable service or at any age with 30 years of creditable service; voluntary retirement under these provisions.

h. Eligibility for disability after 5 years of service.

i. Automatic cost-of-living increases to retirees and beneficiaries.

j. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state.

Affiliates support of state statutes compatible with the proposed Federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.

k. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

l. Nondiscrimination on the basis of sex or marital status.

m. Retirement credit for unused sick leave.

n. All compensation, including extra duty pay, in computing final average salary.

o. Benefits not reduced by other sources of income, including Social Security benefits.

p. Pre-retirement counseling.

q. Retirement housing facilities for teachers.

r. Teachers' contributions and benefits that are not subject to federal income taxation.

s. Annual financial statement distributed to all members.

Revised to delete Social Security concepts; added concept and deleted 76-60.

***E-5. Nondiscriminatory Personnel Policies**—The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, or transferred because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges governing boards to employ minority persons and women at all administrative levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination.

Added "transferred" and "suspended" in 1st paragraph.

E-6.. Collective Bargaining and Grievance Procedures — The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts.

The Association believes in the necessity of federal collective bargaining for teachers, but it will also pursue collective bargaining legislation in each state to protect the rights of teachers.

E-7. Written Personnel Policies—The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education. The Association further insists on a cooperative annual review for improvement of the personnel policies. Where it exists, improvements will be made through the negotiation process.

***E-8. Continuing Employment and Fair Dismissal Practices**—The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate notice of hearing, including charges, representation by legal counsel with the right to cross-examine witnesses and present evidence, and a decision rendered by an impartial decision maker before demotion, dismissal or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas.

Added new concept and revised 2nd paragraph.

E-9. Privileged Communications—The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urgest the united teaching profession to seek legislation that provides this privilege and protects both educators and students.

***E-10. Fringe Benefits** — The National Association believes that school systems must provide fringe benefits to ensure the personal welfare of school personnel and their dependents.

Deleted phrase.

E-11. Strikes—The National Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, political action, and strike if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and co-curricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association also believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strikebreaking and unprofessional and jeopardizes the welfare of teachers and the educational process. The Association denounces the practice of keeping schools open during a strike.

The Association condemns the use of the *ex parte* injunction, the jailing of teachers, excessive bail, and fines in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

***E-12. Social Security**—The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. Cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate discrimination based on sex or marital status and to reduce the retirement age.

New continuing with concepts from E-4 and deleted 76-58.

77-46. Salary Goals—The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and the master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement.

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service.

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

k. Assure that salary paid for summer, continuing education programs, and extended contracts is not less than the rate for regular contract pay.

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

m. Be developed through the process of collective bargaining.

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility.

o. Provide a starting salary of $15,000 for a qualified beginning teacher with a bachelor's degree and advance to $34,500 with a master's degree or equivalent within 10 years.

p. Include a cost of living adjustment, based on consumer price index, which is in addition to regular pay scale and payable to the employee.

The Association further urges its affiliates to seek repeal of laws limiting maximum salaries for educators.

77-47. Access to Copyrighted Instructional Materials—The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period.

NEA Resolutions
Continued

77-48. Accountability and Assessment — The National Education Association recognizes that the term "accountability," as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility — legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon:

a. A critical examination of the effects of use of behavioral objectives.

b. The identification of areas where behavioral objectives are useful but not harmful.

c. The acceptance of alternative statements of objectives.

d. Recognition that evidence of learning is not always available upon request or demand.

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population.

77-49. Decording Devices in Schools—The National Education Association encourages the creative and innovative use of television, video tapes, and audio tape recording devices for improving instruction and for self-evaluation of professional competence.

The Association insists that the recording of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording must have the educator's permission.

77-50. Differentiated Staffing—The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless (a) local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing; (b) the responsibilities of certificated and noncertificated staff are defined by certificated staff; (c) the community it kept informed and its cooperation sought; and (d) funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse.

77-51. Education in Bureau of Indian Affairs—The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators.

77-52. Protection of Educators—The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property, and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attack be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

77-53. Protection of Teacher Advocates — The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and those public officials who attempt to fire school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel, and reaffirm the rights of citizens through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment.

77-54. Employment in Overseas Dependents Schools—The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas.

77-55. Unemployment Compensation—The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels.

77-56. Assignment of Substitutes—The National Education Association condemns the practice of assigning substitute teachers to regular teacher positions. Such positions should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district.

77-57. Summer School, Extended School Year, and Year-Round Schools—The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must be in accordance with the Association's principles for professional salaries and class size, and employment in these programs must be on a voluntary basis.

77-58. Underutilization of Teachers—The National Education Association condemns the underutilization of teachers in the nation's schools which has resulted in unemployment among professional educators at a time when the need for intensifying public education and re-education has reached crisis proportions.

77-59. Staff Retention—The National Education Association urges its affiliates to negotiate in master contracts criteria to be utilized should reduction in force occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action.

77-60. Right to Privacy—The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include:

a. The right to access to materials in personnel files which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, obtaining copies of records, explanations and interpretations of such records, and a record of past accesses.

b. The right to access to records, to respond to any record, and to challenge records through formal or informal hearings.

c. The right to provide or withhold consent on the release of such records including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials.

d. The right to notification and enforcement of these rights by educational institutions.

77-61. Educators and National Service—The National Education Association believes that an educator whose career is interrupted because he or she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

77-62. Protection of Retirement System Assets and Earned Benefits—The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities which reduce the financial soundness of the system and jeopardize the security of teacher retirement benefits.

The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

77-63. Save-Harmless — The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teacher, for any act or omission arising out of and in the course of the performance of the duties as such office, position, employment or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.

77-64. Misuse of Part-Time Faculty—The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the workload. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions.

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy—The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education.

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen—The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office or on jury duty without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education.

77-65. One-Person-One-Vote — The National Education Association believes that the principle of one-person-one-vote must apply at all levels of government including the election of the President of the United States.

77-66. The Right To Know—The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security.

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

***H-1. Integration in the Public Schools**—The National Education Association believes it is imperative that full integration of the Nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds to implement integration programs, including funds for student transportation.

The Association will continue to oppose vigorously the systematic displacement or demotion of Black teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff.

Added concept in 3rd paragraph.

H-2. Human Relations in the School—The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning.

d. Further research and development of ways to identify and educate personnel who exhibit prejudiced behavior detrimental to the school environment.

e. The training of police in behavioral sciences, sociology, and human relations.

H-3. Martin Luther King Day—The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote good will among all persons.

H-4. Fair Housing—The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination.

H-5. Equal Opportunity for Women—The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

***H-6. Civil Rights**—The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some citizens from exercising rights that are enjoyed by others including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

Substituted "totally" for "racially" and added "sexual orientation" and "handicap" in first sentence.

H-7. Institutional Discrimination—The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations.

77-67. Standardized Tests—The National Education Association strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests.

77-68. Athletic Programs—The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs.

77-69. Invasion of Privacy—The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby.

77-70. Voting Requirements—The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions.

77-71. Desegregation Delay—The National Education Association opposes any attempts to delay or impede implementation of desegregation orders.

77-72. Discrimination Against the Handicapped—The National Education Association believes that public facilities should not discriminate against the handicapped. It urges its affiliates to support legislation to remedy such discrimination.

I. THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Strong Professional Associations—The Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations.

I-2. Membership Participation in Associations—The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings.

1. Minority Concerns

The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development, and for the employment of women in staff positions.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

2. Evaluation of Merged Associations

The Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee including the following:

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

The Association believes there is a need for systematic evaluation of state and local merger agreements every two years, the findings to be reported to the Representative Assembly.

I-3. Minority Participation in Affiliates—The National Education Association recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

The Association believes there is a need for systematic evaluation of such state and local affiliates every two years the findings to be reported to the Representative Assembly.

77-73. Presidential Appointments—The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors.

77-74. Retired Teacher Participation—The National Education Association believes that the united teaching profession should insure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels.

77-75. Supporting Locals in Jeopardy—The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the united teaching profession membership that exist within highly concentrated AFT territory. Large support is needed to effect ultimately the desired membership growth within the Association. The Association urges its affiliates to initiate programs which will strengthen and enhance the local organizational structure. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

Travel and experience casual lifestyles and rich cultures this Christmas and Summer.

Encounter a variety of civilizations ranging from informal Martinique to sophisticated London.

Christmas 1977

Legendary London

TOUR CODE	DEPARTURE DATES	DEPARTURE GATE	PRICE*
XRL-1	Dec. 23-31, 1977	New York	$385 + 10%
XRL-2	Dec. 25, 1977-Jan. 1, 1978	New York	$375 + 10%

*PRICE INFORMATION
Based on affinity charter airfare. Prices are per person, based on double occupancy (Single occupancy on XRL-1 $70 or XRL-2 $60 additional). Includes transfers between airport and hotel, half-day city tour, and hotel hospitality desk. Plus 10% tax and service. For Air/Land Breakdown, refer to General Information.

TRANSPORTATION
Round-trip jet transportation via Capitol International Airways, based on affinity charter airfare.

ACCOMMODATIONS
First-class Kensington-Close hotel, located in fashionable Knightsbridge area near Hyde Park.

MEALS
Continental breakfast daily.

TOUR HIGHLIGHTS
Relive the Dickens era. Behold the fascination of Piccadilly Circus, Trafalgar Square, the Mall, and Old Bailey. Experience the charms of Hampton Court, Kew Gardens, Windsor, and many other places that suit your fancy. Within London see the changing of the guard, Buckingham Palace, St. James, Westminster Abbey, Parliament, the Admiralty, and Downing Street. Also enjoy the availability of many fine museums, art galleries, and restaurants. Half-day city tour included.

Russian Winter Festival

"A Charter to Russia" (8 days)

PRICE*	DEPARTURE GATE
$698	New York
TOUR CODE	DEPARTURE DATE
XLR	December 23-31, 1977

*PRICE INFORMATION
Based on affinity charter airfare. Price is per person, based on double occupancy (Single occupancy $55 additional if available). Includes transfers and porterage between airports, train stations and hotels (baggage limited to 44 lbs. per person); English speaking guides from Intourist; and NEA Tour Director throughout. For Air/Land Breakdown refer to General Information.

TRANSPORTATION
Round-trip jet transportation via Pan American with a capacity of 180 passengers based on affinity charter airfare.

ACCOMMODATIONS
First-class hotels (Intourist selected) with private bath—3 nights in Moscow; 3 nights in Leningrad; and overnight sleeper between Moscow and Leningrad.

MEALS
Full breakfast, lunch and dinner daily.

TOUR HIGHLIGHTS
Looking for a different kind of adventure? A trip to Russia during the winter is a fascinating and unique one—an experience you'll cherish for a lifetime. A warm coat, fur-lined boots, gloves, scarf and hat are all you need to brave the cold Russian winter, where the warm-heartedness of the Russians will delight you. Among the many things on which Russia prides herself, the theatre stands out as one of the greatest, and you will attend three performances. Russia is also rich in culture, arts, music—all pleasantly interwoven to make your holiday memorable. Daily sightseeing to all major points of interest including a full-day trip to Suzdal for a touch of old Russia; troika ride and a gala dinner are included.

Canary Islands

(8 days)

PRICE*	DEPARTURE GATE
$399 + 15%	Boston
TOUR CODE	DEPARTURE DATE
XRCI	Dec. 23-31, 1977

*PRICE INFORMATION
Based on affinity charter airfare. Price is per person, based on double occupancy (Single occupancy $70 additional). Includes transfers and porterage between airport and hotel. Plus 15% tax and service includes taxes and tipping for services. For Air/Land Breakdown, refer to General Information.

TRANSPORTATION
Round-trip jet transportation via Capitol International Airways, based on affinity charter airfare.

ACCOMMODATIONS
Deluxe accommodations at the Interpalace Eurotel.

MEALS
Dining option at hotel is available at additional cost: 7 continental breakfasts and 5 dinners—$35 per person.

TOUR HIGHLIGHTS
Vacation in the scenic beauty of Tenerife, the most popular of the seven inhabited Canary Islands. The islands are caressed by gentle trade winds, warmed by almost constant sun, and often referred to as the land of eternal spring. Enjoy the golden beaches and natural pools along the shoreline, tropical mountain scenery and vegetation, colorful costumes of native dancers and European charm. Your trip will include a welcome sangria party; half-day sightseeing tour of the highlights of Puerto de la Cruz with ample time for shopping and a hospitality desk in the hotel lobby. Optional sightseeing tours, at additional cost, will be offered.

Moroccan Holiday

(8 days)

PRICE*	DEPARTURE GATE
$698	New York
TOUR CODE	DEPARTURE DATE
XLM	December 23-31, 1977

*PRICE INFORMATION
Based on group affinity airfare. Price is per person, based on double occupancy (Single occupancy $45 additional if available). Includes entrance fees, baggage handling, all service charges and taxes, English speaking Moroccan National Guide throughout.

TRANSPORTATION
Round-trip jet transportation via Royal Air Maroc, based on group affinity airfare.

ACCOMMODATIONS
Seven nights at 5-star hotels (deluxe category)—3 nights in Marrakech; 2 nights in Fes; and 2 nights in Rabat.

MEALS
Continental breakfast daily; five dinners and two lunches.

TOUR HIGHLIGHTS
An unusual, stimulating holiday awaits you in the mystic and imperial cities of Morocco. Morocco is a land of great natural beauty, rich in architecture and the decorative arts. It is an excursion into history which began with the Berbers, then the Phoenicians, the Romans, the Arabs, then the Europeans who settled in North Africa in the 1800's. You'll be enchanted with the souks, the snake charmers, water-sellers, medinas and minareted mosques, and the veiled women. Included in your tour will be scheduled sightseeing in Marrakech (full day); full day in Fes, half-day in Rabat plus visits to Volubilis and Meknes enroute.

Christmas East African Safari

(16 Days)

PRICE*	DEPARTURE GATE
$1,698	New York
TOUR CODE	DEPARTURE DATE
XLEA	December 16-31, 1977

*PRICE INFORMATION
Based on GIT airfare. Price is per person, based on double occupancy (Single occupancy $135 additional which cannot be guaranteed on safari portion). Includes all service charges, tips and porterage. Nairobi departure tax (approx. $3) and your personal tip to safari driver/guide not included.

TRANSPORTATION
Round-trip jet transportation via Royal Dutch Airlines (KLM) to Nairobi, based on GIT airfare (IT7KL1105ZZ). Transportation on safari portion by mini-bus with photographic hatch.

ACCOMMODATIONS
First-class hotels or lodges with private bath. One overnight at the Mount Kenya Safari Club and Treetops or the Ark.

MEALS
Three meals per day on safari; full American breakfast only in Nairobi.

TOUR HIGHLIGHTS
A two week photographic safari at the most glorious time of the year to be in Kenya and Tanzania. The National Parks and game reserves are a fragment of the world before modern man; no description quite prepares the visitor for the impact. It combines the greatest profusion of animal, bird and plant life to be seen anywhere. The NEA safari roams across the countryside seeking out elephant, lion, rhino, Cape buffalo and leopard (the big five of East Africa); wildebeeste, zebra, giraffe, topi, hippo, baboons, monkeys, jackal, hyena and cheetah are also abundant. En route from the Serengeti to Ngorongoro, visit Olduvai Gorge, site of the Leakeys' prehistoric finds. Visit to Mayer's Ranch and Masai village outside Nairobi. Detailed outline available upon request.

Egypt, the Land of the Pharaohs

(8 Nights)

PRICE*	DEPARTURE GATE
$998 + 10%	New York
TOUR CODE	DEPARTURE DATE
XLPT	Dec. 22-31, 1977

*PRICE INFORMATION
Based on GIT airfare. Price is per person, based on double occupancy (Single occupancy $150 additional if available). Includes all sightseeing with English speaking guide and entrance fees. Plus 10% tax and service does not include $3.60 government tax at Abu Simbel.

TRANSPORTATION
Round-trip jet transportation via Swissair and Pakistan International Airlines, based on GIT airfare (IT7SR1-MI01).

ACCOMMODATIONS
Superior first-class or deluxe hotels with private bath—4 nights in Cairo; 2 nights in Luxor; and 2 nights in Aswan.

MEALS
Continental breakfast and dinner daily.

TOUR HIGHLIGHTS
From time immemorial, Egypt has held a unique fascination for travelers. The romance of the desert nights, the intrigue of Cairo's bustling streets, mosques and bazaars and her mysterious, eternal wonders have held multitudes spellbound. You will be delighted as you visit the Sphinx, the three great Pyramids, and the world famous Egyptian Museum. In Luxor, tour the vast complex of temples on the East and West Banks of the Nile. A real bonus is the motor trip between Luxor and Aswan to visit the temples of EDFU and KO-MOM-BO, seldom visited by tourists. In Aswan you will see one of the greatest engineering feats in the world, the New High Dam. Visit the magnificent temples at Abu Simbel saved from destruction by the Dam. Join NEA on this unforgettable journey into the land of the Pharaohs. The Christmas 1976 trip was sold out rapidly and we had to disappoint many people—so register early.

Christmas in the Holy Land

(8 Nights)

PRICE*	DEPARTURE GATE
$975 + 10%	New York
TOUR CODE	DEPARTURE DATE
XHL7	December 22-31, 1977

*PRICE INFORMATION
Based on GIT airfare. Price is per person, based on double occupancy (Single occupancy $90 additional if available). Includes transfers and porterage (baggage limited to 44 lbs. per person), and sightseeing as outlined in "Tour Highlights" with English-speaking guide. Plus 10% tax and service does not include $4 Israeli departure tax.

TRANSPORTATION
Round-trip jet transportation via British Airways and Royal Jordanian Airlines, based on GIT airfare (IT7BA1-H016).

ACCOMMODATIONS
First-class to superior first-class hotels with private bath—6 nights in Israel and 2 nights in Amman.

continued next page

continued from preceding page

Travel and experience casual lifestyles and rich cultures this Christmas and Summer.

MEALS
Continental breakfast and dinner daily.

TOUR HIGHLIGHTS
To be in Jerusalem at Christmas is a memorable experience for all travelers; every moment is a highlight. You'll attend the colorful and historic Christmas Eve procession, and drive across the Shepherd's Fields to Bethlehem. Every effort will be made to secure tickets to the Basilica for those wishing to attend midnight mass. Jerusalem sightseeing will include the Dome of the Rock, Al-Aqsa Mosque, Western Wall, Mt. Scopus, Mt. of Olives, Garden of Gethsemane, Mt. Zion, David's Tomb, Israeli Museum, Dead Sea Scrolls Exhibition, Ein Karem, the birthplace of St. John the Baptist and much more. Two days will be spent exploring Nazareth, Galilee, Jaffa and Jericho. Then cross the Allenby Bridge to Amman. After the border formalities are completed, drive to the magnificent Greco-Roman ruins at Jerash, then to your hotel in Amman. December 30 will be a full-day tour to Petra. A drive to Wadi Mousa, then on horseback through the Ravine to the Nabataean city of Petra, with its pink rock-hewn ancient palaces, tombs, temples, stairs, streets, Treasury building, Monastery and Sacrificial High Place.

Martinique

(1 Week)

PRICE*	**DEPARTURE GATE**
$379 + 15%	Boston
TOUR CODE	**DEPARTURE DATE**
XRM	Dec. 24-31, 1977

***PRICE INFORMATION**
Based on affinity charter airfare. Price is per person, based on double occupancy (Single occupancy $125 additional). Includes transfers and porterage between airport and hotel. Plus 15% tax and service includes all taxes and tipping for services. For Air/Land Breakdown, refer to General Information.

TRANSPORTATION
Round-trip jet transportation via Capitol International Airways, based on affinity charter airfare.

ACCOMMODATIONS
First-class accommodations at De La Marina Hotel. Deluxe accommodations available at the Meridien Hotel —$69 additional per person (indicate choice on application).

MEALS
Meal option available at additional cost:
5 breakfasts and 4 dinners—$75 per person.

TOUR HIGHLIGHTS
Resolve! This Christmas it's Martinique: crystal waters, moonlit beaches, tropical sun, exciting nightlife, soft tradewinds, exotic fruits and vegetables, and some of the happiest Islanders you'll ever find. Truly an island of exquisite beauty! Your trip will include a welcome to Martinique party. Ample time for duty-free shopping. Hospitality desk in your hotel lobby. Other optional sightseeing tours, at additional cost, will be offered.

St. Maarten

(1 Week)

PRICE*	**DEPARTURE GATE**
$429 + 15%	Philadelphia
TOUR CODE	**DEPARTURE DATE**
XRMS	Dec. 25, 1977-Jan. 1, 1978

***PRICE INFORMATION**
Based on affinity charter airfare. Price is per person, based on double occupancy (Single occupancy $125 additional). Includes transfers and porterage between airport and hotel. Plus 15% tax and service includes all taxes and tipping for services. For Air/Land Breakdown, refer to General Information.

TRANSPORTATION
Round-trip jet transportation via Capitol International Airways, based on affinity charter airfare.

ACCOMMODATIONS
First-class accommodations at St. Tropez Beach Hotel. Deluxe accommodations available at Concord Hotel—$103.50 additional per person (indicate choice on application).

MEALS
Meal option available at additional cost:
5 breakfasts and 5 dinners—$85 per person.

TOUR HIGHLIGHTS
Dutch and French in heritage, majestically Caribbean. Ideal year-round climate, perfect for fishing, scuba diving, water skiing and sailing, leisure sunning, and swimming from sandy beaches. Ample time to shop for perfumes, Dutch silver, sporting goods and liquor at duty-free prices. Seafood is the specialty here. Rich green vegetation, rolling 17th century Fort Amsterdam, extinct volcanoes and much more is your historic St. Maarten by day; cabaret-style dancing by night. Hospitality desk in your hotel lobby. Optional sightseeing tours, at additional cost, will be offered.

Winter Wonderland

(8 days)

PRICE*	**DEPARTURE GATE**
$475 + 10%	New York
TOUR CODE	**DEPARTURE DATE**
XRW	Dec. 23, 1977-Jan. 1, 1978

***PRICE INFORMATION**
Based on affinity charter airfare. Price is per person based on double occupancy (Single occupancy $69 additional). Includes transfers between airport and hotel. Plus 10% tax and service does not include U.S. and Swiss departure tax. Space is limited—first come, first served. Final payment due Nov. 1, 1977. After Nov. 1, 1977, reservations must be accompanied by full payment. For Air/Land Breakdown, refer to General Information.

TRANSPORTATION
Round-trip jet transportation via SATA Airlines of Switzerland, based on affinity charter airfare.

ACCOMMODATIONS
First-class accommodations at the Nova Park Hotel in Zurich.

MEALS
Continental breakfast daily; special Christmas dinner; and welcome wine get-together.

TOUR HIGHLIGHTS
Zurich, Switzerland offers you many attractions, including the pleasure of strolling along one of Europe's favorite, most fashionable, and best known shopping streets—the Bahnhofstrasse. Zurich's central location makes possible day visits to Bern, Lucerne, Geneva, Gridelwald, Interlaken and St. Moritz.

Ski Fantastic

(1 Week)

PRICE*	**DEPARTURE GATE**
$469 + 15%	New York
TOUR CODE	**DEPARTURE DATE**
XRS	December 23-30, 1977

***PRICE INFORMATION**
Based on GIT airfare. Price is per person, based on double occupancy (Single occupancy $54 additional). Includes transfers between airport and hotel (baggage allowance 44 lbs. per person). Plus 15% tax and service does not include U.S. and foreign departure tax ($6). Space limited—first come, first served.

TRANSPORTATION
Round-trip jet transportation via JAT-Yugoslavian Airlines, based on GIT airfare (IT7JU2NEA2)

ACCOMMODATIONS
Superior first-class hotel. Facilities include: indoor swimming pool, sauna, gym, bowling, night club, ice rink, ski and skate rentals.

MEALS
Breakfast and dinner daily at hotel.

TOUR HIGHLIGHTS
Boasting 9 ski lifts at the world-cup center for the Slalom and Grand Slalom Championships—Kranjska Gora on the Austrian-Yugoslav border. Kranjska Gora is a candidate area for the next world championships and the largest winter sports center in Yugoslavia. Tour price includes a special weekly ski lift pass valued $25. Optional excursions can be arranged at added cost to such nearby places as Venice, and Postjna Cave.

Summer 1977

Orient Holiday

Tour Codes	Price*	Departure Gate	Departure Dates
LOH-1	$695 + 15%	Washington, D.C.	Jun 30 — Jul 14
LOH-2	$695 + 15%	New York	Jul 05 — Jul 19
LOH-3	$695 + 15%	Philadelphia	Jul 12 — Jul 26
LOH-4	$695 + 15%	New York	Jul 17 — Jul 31
LOH-5	$695 + 15%	Washington, D.C.	Jul 28 — Aug 11
LOH-6	$695 + 15%	New York	Aug 02 — Aug 16
LOH-7	$695 + 15%	New York	Aug 09 — Aug 23
LOH-8	$695 + 15%	Chicago	Jun 30 — Jul 14
LOH-9	$695 + 15%	Chicago	Aug 04 — Aug 18
LOC-1	$555 + 15%	Los Angeles	Jul 21 — Aug 04
LOC-2	$555 + 15%	San Francisco	Aug 09 — Aug 23

*Based on affinity group airfare
*Plus tax/service (15%)
*Includes transfers, tips, taxes and porterage

TRANSPORTATION
Round-trip jet transportation via Japan Airlines DC-10, based on affinity group airfare.

ACCOMMODATIONS
Deluxe, air-conditioned rooms with private bath at the New Otani Tower, Tokyo, based on twin occupancy.

MEALS
- Welcome dinner at Japanese Garden Restaurant
- Optional Dine-Around meal plan available

ITINERARY
- Half-day Tokyo sightseeing tour by air-conditioned motorcoach
- Complimentary flight bag and Traveler's Guidebook
- Orient Holiday Hospitality Desk at each hotel in the cities you visit
- English-speaking guides throughout

To allow each participant the maximum flexibility to visit the parts of Japan and the Orient individually desired, NEA has decided this year to base the program in Tokyo. You can spend your entire time in Japan — or you can elect one of four optional air trips. You may want to visit Hong Kong for six days; or combine Hong Kong and Bangkok for seven days; or combine Hong Kong and Singapore for seven days. If you cannot decide among these choices, you can spend five days in Bali.

Munich/Salzburg

(7 Nights)

CODE	PRICE*	DEPARTURE DATE	DEPARTURE GATE
AMB-2	$399 + 15%	June 30, 1977	Boston
AMB-2	$409 + 15%	June 30, 1977	Philadelphia
AMB-2	$459 + 15%	June 30, 1977	Pittsburgh
AMB-3	$399 + 15%	July 7, 1977	New York
AMB-3	$449 + 15%	July 7, 1977	Syracuse
AMB-4	$449 + 15%	July 14, 1977	Washington, D.C. (Dulles)
AMB-5	$399 + 15%	July 21, 1977	Boston
AMB-7	$449 + 15%	August 4, 1977	Cleveland
AMB-7	$449 + 15%	August 4, 1977	Columbus
AMB-8	$399 + 15%	August 18, 1977	New York

*Based on affinity charter airfare.
*Single occupancy: $90 additional.
*15% represents tax and service.

TRANSPORTATION
Round-trip air transportation via Capitol International Airlines. DC-8 jets with a capacity of 252 seats each departure, based on affinity charter airfare. Airfare is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. Air/Land cost breakdown: Air-$253.00 Land-$205.85 from New York.

ACCOMMODATIONS
First-class accommodations in Munich at the Arabella Haus, based on double occupancy, for seven nights.

HIGHLIGHTS
- One gala Bavarian Beerfest
- Half-day sightseeing tour in Munich
- Hospitality desk in hotel lobby
- All transfers between airport and hotel in Munich
- All baggage handling
- All hotel and U.S. transportation taxes

continued next page

NEA-Sponsored Charter Flights

transportation only 1977

Charter Code	Depart	Return	Cities	Round-Trip Price
KPA-1	June 22	August 10	New York-London-New York	$346
KPK-2	July 2	July 26	New York-Paris-New York	326
KTI-3	July 10	July 31	Balt. Wash. Int. Apt-London- Balt. Wash. Int. Apt	335
KTI-4	July 25	August 15	New York-London-New York	282
KTI-5	July 28	August 17	New York-Brussels-New York	301
KTI-6	August 2	August 23	New York-Amsterdam-New York	297

Airfares subject to increase on pro rata basis should the number of passengers be less than capacity of aircraft.

All NEA charter flights are costed on an affinity basis. The flight coded KPA is on Pan American World Airways Boeing 707 jet with a seat capacity of 180; the flight coded KPK is on Pakistan International Airlines Boeing 747 with a seat capacity of 370; the flights coded KTI are on Trans International Airlines DC-8 with a seat capacity of 254.

To be eligible you must have held NEA membership for at least six months prior to flight departure date, per Civil Aeronautics Board (CAB) regulations. Other eligible participants: spouse, dependent children and parents of the NEA member if they reside at the same home address. The prices quoted above include U.S. departure taxes — the foreign departure taxes will be added in the final invoice. Also included is an NEA administrative fee of $8.70.

On transportation only flights to Europe, full deposits, less $25 cancellation fee, will be refunded if cancellation is received 90 days or more prior to departure. If the cancellation is received less than 90 days but more than 30 days prior to departure and no replacement is found by the cancelling party(ies), the $125 deposit will be forfeited. For cancellations received less than 30 days prior to departure, full payment will be forfeited unless a replacement is found by the cancelling party(ies). A $25 cancellation fee per person will be held in all cases even if replacement is found.

ACADEMIC CREDIT TO CHARTER PARTICIPANTS:

NEA charter flight participants desiring to earn academic credit may do so in connection with the Western Illinois University Study Abroad Program. To obtain information on this program, write directly to:

International Services
Western Illinois University
Macomb, Illinois 61455

"At Hertz, you're the superstar with our new 30% NEA discount!"

O.J. Simpson

the Superstar in rent-a-car.

NEA Special Services is pleased to announce an increase in the discounts offered by the Hertz Corporation to Unified Members for auto rentals. As a member of the Unified Association, you are entitled to a 30% discount on all domestic Hertz regular time and mileage rates, including Puerto Rico. Additional features of this outstanding program are:

Additional Discounts

Now, Hertz allows you a **10%** discount on special Hertz rates such as daily, weekend/holiday, weekly and monthly. (This discount does not apply to tour package rates.) Also, Hertz offers you a 10% discount on their international rates.

Full Range of Rentals

Hertz offers you a broad selection of cars to fit your needs and mood, from the elegant Thunderbird to the economical Pinto.

Convenience Unlimited

Hertz has 3,000 worldwide locations to serve you. Most are in larger transportation centers and downtown areas and are selected for their accessibility and convenience.

Toll-free Information Assistance

Hertz provides a toll-free number for members to call to make reservations or obtain information. This number is (800) 654-3131.* Do NOT use this number to request a discount card.

*Not available in Puerto Rico.

Unique Identification Card

A new unique Association Identification Card reflecting the increased discount rate is available. This card, when presented to Hertz personnel, states your discount privileges and identifies you as a member of the Unified Teaching Profession.

DISCOUNT INCREASE

HERTZ DISTRICT SALES OFFICES

Atlanta District Sales Office
202 Courtland Street, N.E.
Atlanta, GA 30303
Phone: 404-659-4850

Boston District Sales Office
20 William Street
Wellesley, MA 02181
Phone: 617-237-2370

Chicago District Sales Office
2340 Des Plaines Avenue
Des Plaines, IL 60018
Phone: 312-297-0700

Cleveland District Sales Office
1700 East 13th Street, Suite 3R East
Cleveland, OH 44114
Phone: 216-771-5481

Dallas District Sales Office
7212 Cedar Springs
Dallas, TX 75235
Phone: 214-358-5581

Los Angeles District Sales Office
5300 West Century Blvd.
Los Angeles, CA 90045
Phone: 213-776-8391

Miami District Sales Office
7220 N.W. 36th Street, Suite 504
Miami, FL 33166
Phone: 305-592-5700

New Jersey District Sales Office
1767 Morris Avenue
Union, NJ 07083
Phone: 201-964-7900

New York District Sales Office
485 Lexington Avenue
New York, NY 10017
Phone: 212-661-7880

Philadelphia District Sales Office
1617 J.F. Kennedy Blvd., Suite 1007
Philadelphia PA 19103
Phone: 215-568-5850

St. Louis District Sales Office
400 North 12th Street
St. Louis, MO 63101
Phone: 314-421-1455

Detroit District Sales Office
1041 Washington Blvd.
Detroit, MI 48226
Phone: 313-964-3875

Hawaii District Sales Office
2270 Kalakaua Avenue
Honolulu, HI 96815
Phone: 808-922-1006

Houston District Sales Office
3701 Kirby Drive, Suite 964
Houston, Texas 77006
Phone: 713-527-8288

San Francisco District Sales Office
300 East Millbrae Avenue
Millbrae, CA 94030
Phone: 415-877-3747

Seattle District Sales Office
975 John Street
Seattle, WA 98109
Phone: 206-624-1191

Washington, D.C. District Sales Office
119 East Reed Avenue
Alexandria, VA 22305
Phone: 703-549-2512

To obtain your new NEA/Hertz discount card, just fill out the coupon in this ad and send it to the nearest district office.

Please allow 4 weeks for processing and mailing.

Until your new card arrives, you may request this discount by showing your old discount card and requesting the new increased discount.

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HERTZ DISTRICT SALES OFFICE

I am an NEA member.

Please send my **NEW NEA/Hertz Discount Card to:**

Name______________________________

Address____________________________

City_______________State_____Zip________

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continued from preceding page

Switzerland

(7 Nights)

CODE	PRICE*	DEPARTURE DATE	DEPARTURE GATE
ASW-1	$449 + 15%	June 19, 1977	Detroit
ASW-1	$449 + 15%	June 19, 1977	Columbus
ASW-2	$449 + 15%	June 26, 1977	Indianapolis
ASW-3	$399 + 15%	July 3, 1977	Boston
ASW-4	$399 + 15%	July 10, 1977	New York
ASW-4	$449 + 15%	July 10, 1977	Syracuse
ASW-5	$409 + 15%	July 24, 1977	Philadelphia
ASW-5	$459 + 15%	July 24, 1977	Pittsburgh
ASW-6	$429 + 15%	July 31, 1977	Washington, D.C. (Dulles)
ASW-7	$459 + 15%	August 7, 1977	Pittsburgh
ASW-9	$409 + 15%	August 21, 1977	Philadelphia
ASW-9	$459 + 15%	August 21, 1977	Pittsburgh

*Based on affinity charter airfare.
*Single occupancy: $90 additional.
*15% represents tax and service.

TRANSPORTATION
Round-trip air transportation via Capitol International Airlines, DC-8 jets with a capacity of 252 seats each departure, based on affinity charter airfare. Airfare is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. Air/Land cost breakdown: Air-$246.00 Land-$212.85 from New York.

ACCOMMODATIONS
First-class accommodations at the Zurich Hilton, based on double occupancy, for seven nights. The hotel is 5 minutes from the airport; 15 minutes from downtown Zurich; offers free shuttle transfers to Zurich; and is located on a wooded hill with sweeping views of area.

HIGHLIGHTS
- Wine and cheese party upon arrival in Zurich
- Half-day sightseeing tour of Zurich
- Hospitality desk in hotel lobby
- All transfers and baggage handling between the airport and hotel in Zurich
- All taxes and tips for services included in price

A First for NEA Travel: A Charter to Egypt

PRICE*	DEPARTURE GATE
$950 plus 10% tax and service	New York
TOUR CODE	**DEPARTURE DATE**
LPT	July 6 - 18, 1977

*Based on affinity charter airfare
*Single Supplement: $95, if available
*Transfers and porterage between airports and hotels
*English-speaking guides and NEA Tour Director throughout

TRANSPORTATION
Round-trip transportation via Trans International Airlines DC-8 jet, based on affinity charter airfare, with a capacity of 254 seats.

AIR/LAND COST BREAKDOWN: Land cost $540.72 including tax and service charges; airfare $504.28. Airfare subject to increase on a pro rata basis should the number of participants be fewer than 254. NEA membership of 6 months duration is required.

ACCOMMODATIONS
First-class, air-conditioned hotels with private bath, double occupancy.

MEALS
Continental breakfast in Cairo; Continental breakfast and dinner daily in Luxor and Alexandria.

ITINERARY
5 nights in Cairo — two full days sightseeing included. ½ day Egyptian Museum; ½ day Pyramids and Sphinx; ½ day Memphis/Sakkara; ½ day Citadel, Mosque, Churches and Bazaar. One full-day trip available at added cost to Suez Canal. **3 nights in Luxor** — full-day sightseeing included to visit Temples of Luxor and Karnak and the Valley of the Kings and Queens on the West Bank. Two full-day trips available at added cost to Abu Simbel and Dendera Abydos. **3 nights in Alexandria** — includes full-day trip to El-Alamein and ½ day to the Catacombs, Pompey's Pillar and Greco-Roman Museum.

Prices, dates and itineraries are subject to change.

PRICES INCLUDE: Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; certain taxes.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE: Porterage of one medium-sized suitcase (two for Hawaii tours) per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

ELIGIBILITY. *Affinity Charter Airfares:* Tours coded XLR, XRL-1, XRL-2, XRCI, XRM, XRMS and XRW are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in members' household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

ELIGIBILITY. *Affinity Group Airfares:* Tours/flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside at the member's home address) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.

ELIGIBILITY. *GIT Airfare:* Tours with prices described as "Based on GIT airfare" are based on use of the Group Inclusive Tour basing airfare which is available to 10 or more persons traveling together throughout. GIT fare tours are open to NEA members, their relatives and friends.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On affinity charter tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $25 fee, only if an eligible replacement is provided by the cancelling party; on GIT tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations; on group affinity tours, cancellations received 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 35 to 16 days before departure unless a replacement is found; for cancellations received 15 days or less before departure a $100 penalty per person will be assessed, with or without a substitute.

AFFINITY CHARTER AIRFARES. Air/Land Breakdown:

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND	TOTAL COST
XLR	Pan Am	B707	180	$376.69	$321.31	$698.00
XRL-1	Cap. Awy.	DC-8	252	$329.00	$ 94.50	$423.50
XRL-2	Cap. Awy.	DC-8	252	$329.00	$ 83.50	$412.50
XRCI	Cap. Awy.	DC-8	252	$235.00	$223.85	$458.85
XRM	Cap. Awy.	DC-8	252	$150.00	$286.85	$436.85
XRMS	Cap. Awy.	DC-8	252	$147.00	$346.35	$493.35
XRW	SATA	DC-8	252	$349.00	$173.50	$522.50

The airfare portion of affinity charters is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

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APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL

Send application and deposit to: NEA Educational Travel — Room 402E
1201 16th Street, N.W.
Washington, D.C. 20036

Deposit of $200 per person is required for all tours.
Make check payable to: NEA Educational Travel.
There is a $25 per person nonrefundable cancellation fee on all reservations cancelled.

Please reserve____________spaces on____________ (tour code)

departing on____________ (date) from____________ (city)

Deposit of $________is enclosed. Seating preference ☐ Smoking ☐ Non-smoking

☐ I would like the hotel up-grade option (available only for St. Maartin and Martinique).

NAME____________________________
(Give names and addresses of additional persons on a separate sheet)

ADDRESS__________________________

CITY____________STATE______ZIP_______

HOME TELEPHONE__________ BUSINESS TELEPHONE__________AGE_____

Plan For The Future With Insurance Protection Today.

LIFE-TIME

NEA'S Independent Educators Plan to Update Your Life Insurance Coverage.

The last time you looked at your insurance coverage it may have seemed adequate, but at today's rising cost of living, can it support your family?

Your Association knows what you're facing . . . that's why we developed the Independent Educators Plan in cooperation with Prudential Insurance Company of America. This new insurance package offers you a meaningful choice in protection plans.

Tailor Your Coverage.

You can choose either of two coverages: the basic plan—up to $10,000—*or* the supplementary plan—up to $20,000—of decreasing term insurance*. Either way, you select the program that best fits your needs at a price that won't hurt your budget.

*Maximum amounts apply to members under age 50 and decrease as member's age increases. Consult Schedule for details.

Basic plan

Age of member at time of claim	Amount of insurance	Semiannual contribution**
Less than 30	$10,000	$ 6.00
30-39	10,000	7.00
40-49	10,000	15.00
50-59	6,000	24.00
60-69	4,000	36.00
70 and over	1,000	32.00

Supplementary plan

Age of member at time of claim	Amount of insurance	Semiannual contribution**
Less than 30	$20,000	$11.00
30-39	20,000	13.00
40-49	20,000	29.00
50-59	12,000	47.00
60-69	8,000	71.00
70 and over	2,000	63.00

**Based on age of member on each due date.

Coverage of The Independent Educators Plan.

Coverage under the Independent Educators Plan is decreasing term life insurance. Payment will be made to any beneficiary you name if you die while insured. You may change your beneficiary at any time.

If your insurance terminates due to ineligibility, you are guaranteed the right to convert to one of a number of individual policies without furnishing evidence of good health. Conversion must be made within two calendar months of termination of your policy. Your insurance will be in force during this two-month period whether or not you have applied for conversion.

Who is Eligible?

Unified Members who derive their principal income from educational activity are eligible. Members now insured under NEA Life Insurance Plans A, B, C, C+ and S, as well as those not insured, may apply for coverage under the Independent Educators Plan.

If you leave the field of education or retire, you may continue your insurance as long as you remain a Unified Member. Coverage terminates for nonpayment of required contribution within two months of the due date, or if the overall program is discontinued.

Is a Medical Exam Necessary to Enroll?

No. However, you must be able to certify all three health statements on the enrollment form. Your certification of these brief statements is the basis for providing coverage under the Independent Educators Plan.

How to Enroll.

For details on how to enroll in your Association's Independent Educators Life Insurance Plan, write to:

Independent Educators Life Insurance Plan
P.O. Box 433
Ft. Washington, Pennsylvania 19034

Effective Date.

Your insurance becomes effective on the first day of the month following receipt of your enrollment form with initial contribution, and approval of your enrollment form by Prudential.

Policy Form ORD 76009 SERIAL U

ACCIDENTS

CAN HAPPEN TO ANYONE.

A D & D Insurance Eases the Financial Burden.

Your Association's A D & D (Accidental Death and Dismemberment) Insurance, underwritten by the Prudential Insurance Company of America, is designed to protect you from overwhelming costs should an accident resulting in death or dismemberment occur in your family.

You and each eligible dependent can be covered under your Association's A D & D program while at home, at work or anywhere in the world, regardless of age or number of eligible dependents.

Losses and Disabilities Covered By A D & D.

In any one accident, the full benefit amount determined from the table below is payable for the loss of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot, one hand or the sight of one eye. Benefits are payable directly to you or to any surviving beneficiary you name. In order to be covered, these losses must occur within one year ** (90 days for persons age 70 or over) of the covered accident.

New Revised A D & D Benefits.

In order to keep up with inflation, your Association and Prudential have revised the A D & D benefits, effective October 1, 1975. Among the revisions is an additional $50,000 benefit that has been added to the member benefit package. The table below details the new benefit schedule:

BENEFITS WILL BE PAID AS FOLLOWS

IF COVERAGE SELECTED IS FOR:	Accident occurring while a passenger on a public conveyance:	Any other accident:
Member only	$130,000*	$30,000
Member and eligible spouse	100,000* 30,000	20,000 10,000
Member and each eligible child	100,000* 30,000	20,000 10,000
Member, spouse and each eligible child	100,000* 15,000 15,000	20,000 5,000 5,000

***The benefit payable for a member's loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years of coverage to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000; $130,000 plus $50,000.**

How A D & D Protects Your Dependents.

Protection is available to all Unified Members and their eligible dependents without medical examination for enrollment.

Your spouse (as long as you are not legally separated) is eligible, as are all unmarried children, including legally adopted, foster and stepchildren dependent upon you for support, provided they are between the ages of 2 weeks and 21 years, or to age 25 if dependent upon you for support. Newborn children are automatically insured at 2 weeks of age. Additional eligible dependents coverage may be added at any time.

Your dependents coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue coverage until they are no longer eligible.

Optional Disability Coverage for $4 a Year.

Unified Members are eligible for Optional Disability Benefits at a cost of $4 per year. Benefits of $500 per month will be paid if you are less than 60 years of age and sustain accidental injury which results in total disability within 30 days. Payments start after the twenty-sixth week of total disability, and will be made for a period of 10 years if totally disabled, or to age 65, whichever comes first.

Exclusions:

Optional Disability Benefits are not paid until after the twenty-sixth consecutive week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.**

The program does not cover losses, or disability where applicable, resulting from suicide, attempted suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the military service, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, it is being used for test or experimental purposes.

**Time limitations not applicable in Pennsylvania.

How to Enroll in Your Association's A D & D Insurance Program.

For details on how to enroll in your Association's Accidental Death and Dismemberment Program, write to:

ACCIDENTAL DEATH AND DISMEMBERMENT PROGRAM
P.O. BOX 434
FT. WASHINGTON, PENNSYLVANIA 19034

Policy Form ORD 70075 SERIAL U

Independent Educators Plan and Accidental Death and Dismemberment Insurance are underwritten by:

Prudential

The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED LOCAL STATE NATIONAL SPECIAL SERVICES

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nea reporter

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24

Teacher-

It's Time for You To Talk to Jimmy Carter

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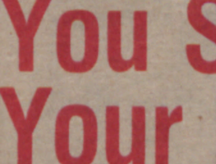
Critical decisions on reorganizing the federal government are being made. You can directly influence these decisions by writing or wiring President Carter today.

Tell him you want a Federal Department of Education—separate from Health and Welfare. Tell him you believe a Department of Education is essential to make sure the needs of education are heard among hundreds of competing cries for attention in our nation.

Tell him in your own words. Tell him now.

Where Do You Send Your Letter or Wire?



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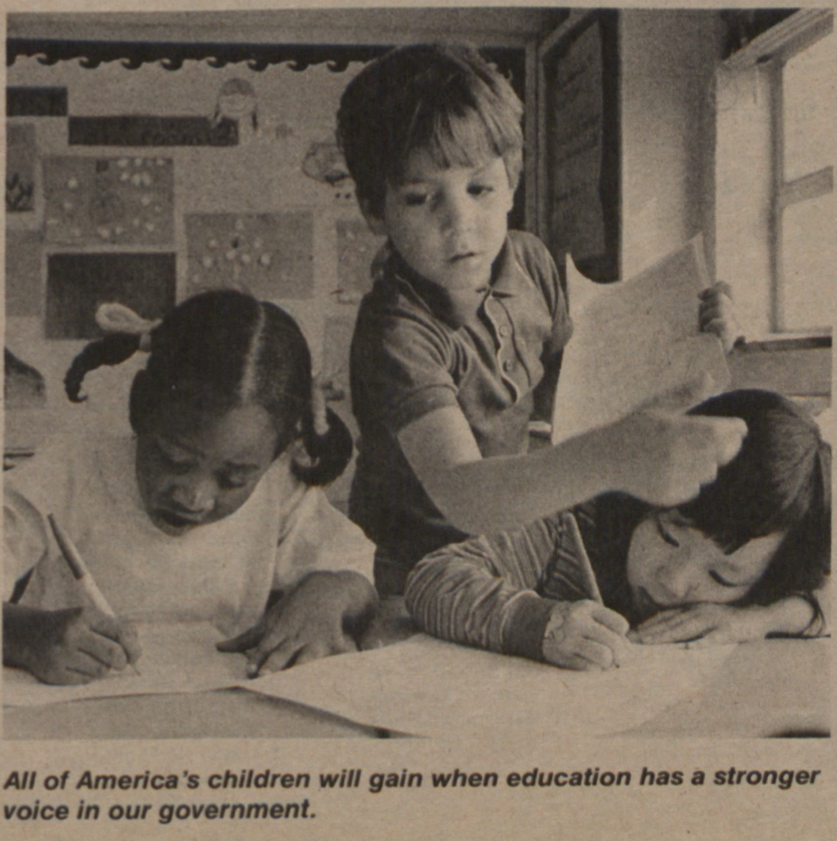


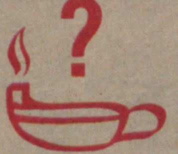
All of America's children will gain when education has a stronger voice in our government.

Last year, Candidate Carter made NEA — and you — this promise:

"I am in favor of creating a separate Cabinet-level Department of Education. Generally, I am opposed to the proliferation of federal agencies, now numbering some 1,900, which I believe should be reduced to 200. But the Department of Education would consolidate the grant programs, job training, early childhood education, literacy training, and many other functions currently scattered throughout the government. The result would be a stronger voice for education at the federal level."

It's time now to remind President Carter of this promise. Your voice is needed. Your letter or wire can make a difference.

Why Do We Need a Department of Education ?



SEE PAGE 2

HELP PUT EDUCATION UP FRONT

Write or wire President Carter today

WHERE TO SEND YOUR LETTER OR WIRE

Letters and wires should be addressed:

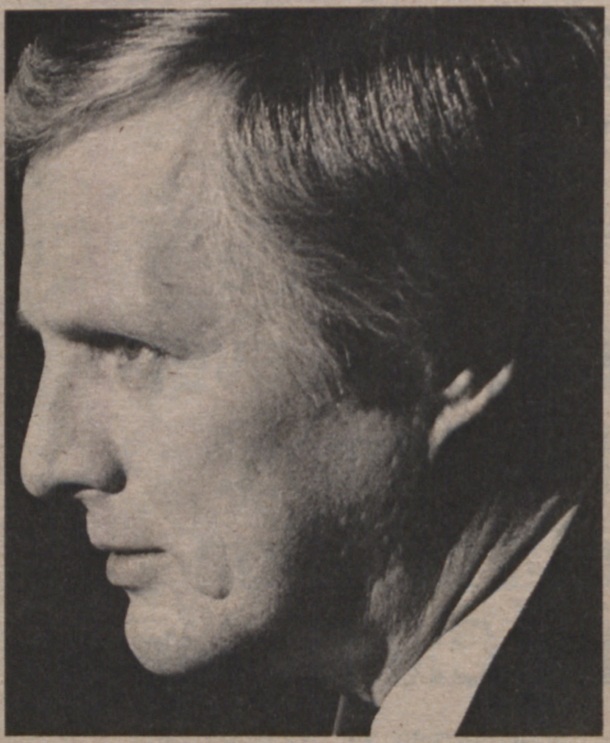
The Honorable Jimmy Carter
The White House
Washington, DC 20500

(Western Union will send a Mailgram of 100 words or less anywhere in the continental U.S. for $2.75. Mailgrams look like telegrams and are delivered about 24 hours after sent. Western Union will also send a Personal Opinion Message of 15 words or less for $2 from anywhere in the continental U.S. P.O.M.'s are handled as telegrams and will be wired immediately to the White House.)

WHAT ELSE CAN YOU DO?

1. Ask your family and friends to send a letter or wire to the President. Numbers count — the President may not read every message, but he will be told how many are received.
2. Send a *copy* of your White House message to NEA Government Relations, 1201 Sixteenth St., N.W., Washington, DC 20036. It will help NEA lobbyists in their efforts to promote a Cabinet-level position.
3. Send a copy of your message — or write a similar message — to your local newspaper. Let citizens in your community know teachers care about this way of improving the schools.

> ***"If excellence is what we seek for our children, in terms of what education can do to help each child become as fine a human being and as useful a citizen as our combined love and resources can provide, education must have a voice that is sustained and concentrated at the point where opportunity can be funded and channeled equally to all of our citizens — at the federal level of government."***
>
> ***— NEA President John Ryor***



THE NEXT ROUND

NEA's drive for a Cabinet-level Department of Education is also being taken to the Congress, where hearings are expected soon on Senator Ribicoff's bill that would establish a top education post. **Details on page 11.**

WHY DO WE NEED A CABINET-LEVEL DEPARTMENT OF EDUCATION?

NEA's case for a separate Department of Education is based on five major considerations:

1. The problems of education are so great that full-time attention of a full-time advocate at the federal level is required — a person who has the ear of the President and the respect of Congress.

2. A separate Department would give direction and coordination to the widely scattered education activities operated by the federal government, and this would result in better administration, less duplication, a more systematic attack on education's problems.

3. Unifying the responsibility for education would cut down on money wasted or thrown away on programs that don't apply or transfer to actual classroom situations.

4. A Cabinet-level education officer, with visibility and prestige, would promote educational sensitivity throughout the federal government.

5. A Secretary of Education — separate from the existing HEW bureaucratic sprawl — would answer the questions Congress has in authorizing education appropriations and would be responsible for guiding programs created by Congress, thus greatly enhancing the chance of success for our government's education efforts.

You may think of other good reasons why American education needs a Cabinet level Department to serve it. Pass on your thoughts to President Carter now.

---

nea reporter

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NEA CONVENTION REPORT

The joint appearance of two of the nation's best-known politicians — Vice-President Mondale and Senator Humphrey — let NEA delegates know that teacher political power is real.

Teachers' Political Clout Permeates Annual Meeting

MINNEAPOLIS — The sure reality of the political clout of America's teachers permeated the annual NEA convention here this summer as nearly 8,000 delegates talked politics, discussed political power, and heard two of the nation's best-known politicians — Vice-President Walter F. Mondale and Sen. Hubert H. Humphrey — acclaim the rewards of political action.

Mondale and Humphrey brought the teachers promises and proposals, and were rewarded by torrents of applause when they called for more federal dollars for the schools and urged — in Mondale's words — "giving this nation's teachers a real voice in the educational policy of this country."

NEA President John Ryor, who was re-elected here to a second two-year term of office, told the teacher-delegates that "we made a critical difference" in the 1976 election by endorsing the Carter/Mondale ticket. "This year's education budget contains over a billion dollars *more* for education than did last year's," Ryor noted. He also pointed out that the defeat of the Ford/Dole ticket means that "NEA can concentrate its lobbying efforts on making *gains* for education rather than trying to override Presidential vetoes of vital legislation."

As if to confirm Ryor's statement, Vice-President Mondale brought the teachers assurance that President Jimmy Carter could sign the current Labor-HEW funding law when it reaches his desk, "and teachers can count on receiving that major increase in education funds." The appropriations bill he spoke of includes a 15 percent increase in school funding and had been under threat of a White House veto.

"Collecting Chits"

Ryor told the NEA delegates, though, that continued political pressure from teachers was essential. "NEA is not going to be lulled into complacency by Presidential promises and fireside chats," he said. "We're much more interested in collecting chits than chats."

Senator Humphrey — here to receive NEA's annual Friend of Education Award — urged the NEA teachers to use their political clout for legislation that would create a Cabinet-level Department of Education. To roaring applause, he told the teachers that a separate department would "provide the national leadership and the assignment of responsibility in an area that has been neglected too long." NEA has held a separate Education Department as a major goal for years.

Humphrey also urged NEA to support his legislative proposal for establishment of a National Education Trust Fund that would guarantee one-third school funding by the federal government — another NEA goal — and at the same time "reduce substantially or eliminate entirely the taxation of real property for the purpose of financing elementary and secondary education."

Collective Bargaining

NEA President Ryor spoke to the teachers about another NEA priority: a federal collective bargaining law for teachers and other public employees. "We intend to have a federal collective bargaining law and we intend to have it just as soon as possible," Ryor asserted. "And, if Congress wants us off its back on this subject, they had better get on with it," he said.

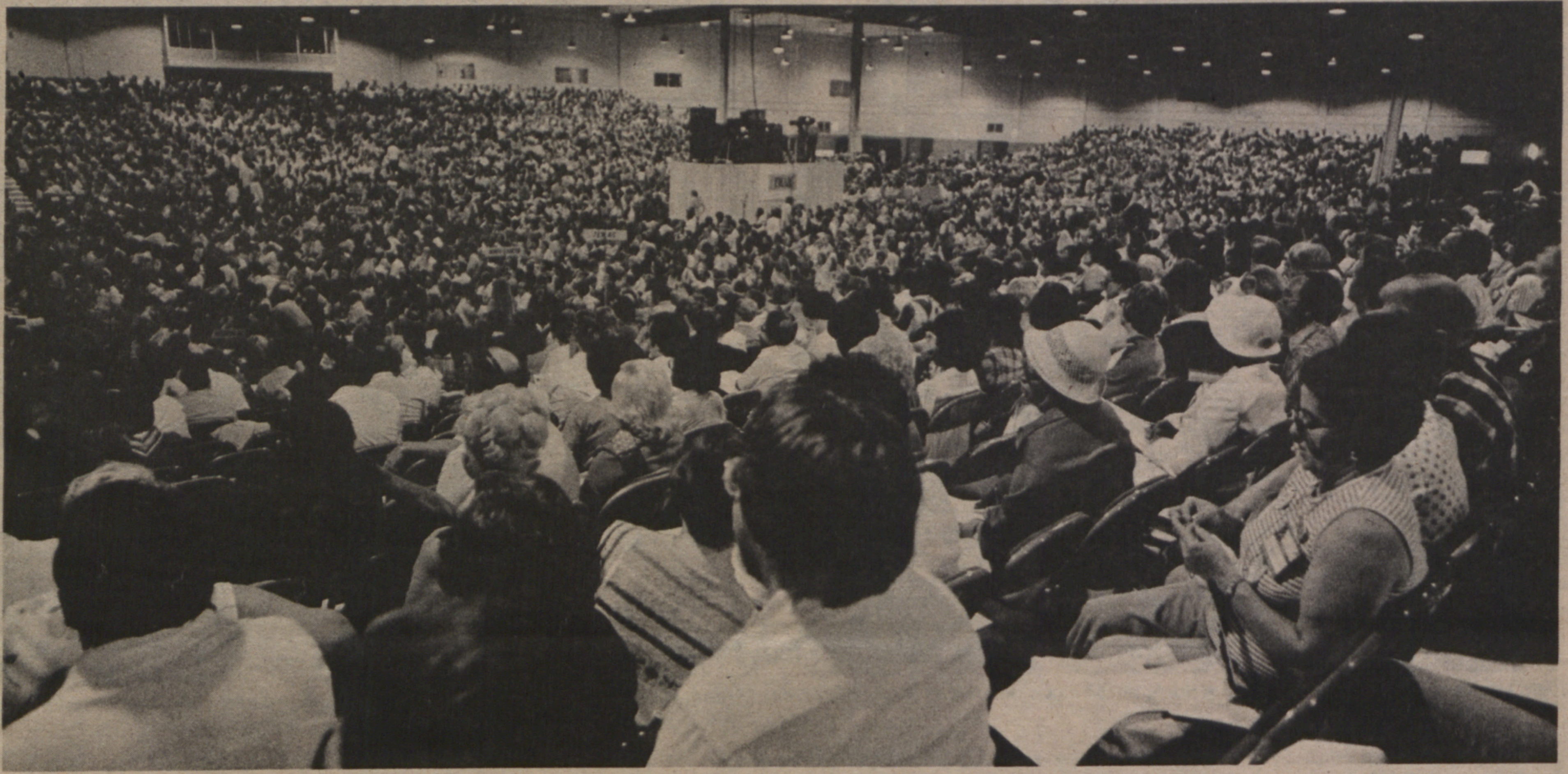
Ryor concluded his address to the NEA delegates by calling for greater organized efforts by teachers. "Education is a vital and difficult profession," he told them. "It is not for namby-pamby people — it never has been. But," he said, "it's a damned important profession and well worth fighting for. That is what our Association is all about."

The delegates here, representing some 1.8 million teachers, voted to re-embrace the concept of endorsing a Presidential candidate. They approved a business item that calls for a vote at next year's NEA annual meeting on additional options that could allow Association support of Presidential candidates early in a campaign year. NEA's 1976 endorsement took place after candidates of both

(Continued on page 5)

NEA CONVENTION REPORT

> ***"Higher education faculties can no longer stand in isolation from the rest of the organized profession, calling for—even demanding—services, consideration, and commitments that are totally one-sided. The time has come for a mutual pledge and obligation between the higher education faculty community and the united teaching profession. The organized profession needs the support, the dedication to our mission, the hard work, and the dollars from higher education members. They, in turn, need the muscle and the vast benefits of our network of education associations. Higher education must cease asking advantage of our mission and become instead a full partner in it."***
>
> *— James Davenport, chairman, NEA Higher Education Council*



Nearly 8,000 teachers debated such topics as gun control, the role of paraprofessionals, the Equal Rights Amendment, and the J. P. Stevens boycott.

At the NEA Convention...

• Delegates cheered and clapped rhythmically when they heard the song, "We Teach the Children," created by the Illinois Education Association. NEA has purchased rights to the song, which was designed by IEA as part of a six-minute film of the same name.

• Some 100 delegates and their families lived at the Minnesota State Fairgrounds during the convention. Free buses brought them to Convention Hall from their small village of tents, campers, and motor homes.

• Delegates sat through some long days of debate, discussion, speeches, and voting. On the final day, July 6, delegates met from 9 a.m. until 7 p.m. — ten hours without a break.

Associations Fully Integrated As NEA Meeting Convenes

MINNEAPOLIS — With the seating of single black and white delegations from Mississippi and Louisiana at its annual convention this summer, NEA completed 13 years of intensive effort to end racially separate teacher organizations in the South.

Louisiana teachers have voted to consolidate their separate organizations by December 1, 1977, forming the Louisiana Association of Educators. Mississippi teachers merged dual affiliates following the national convention in 1976. The two states are the last of 11 to elect to consolidate since 1964.

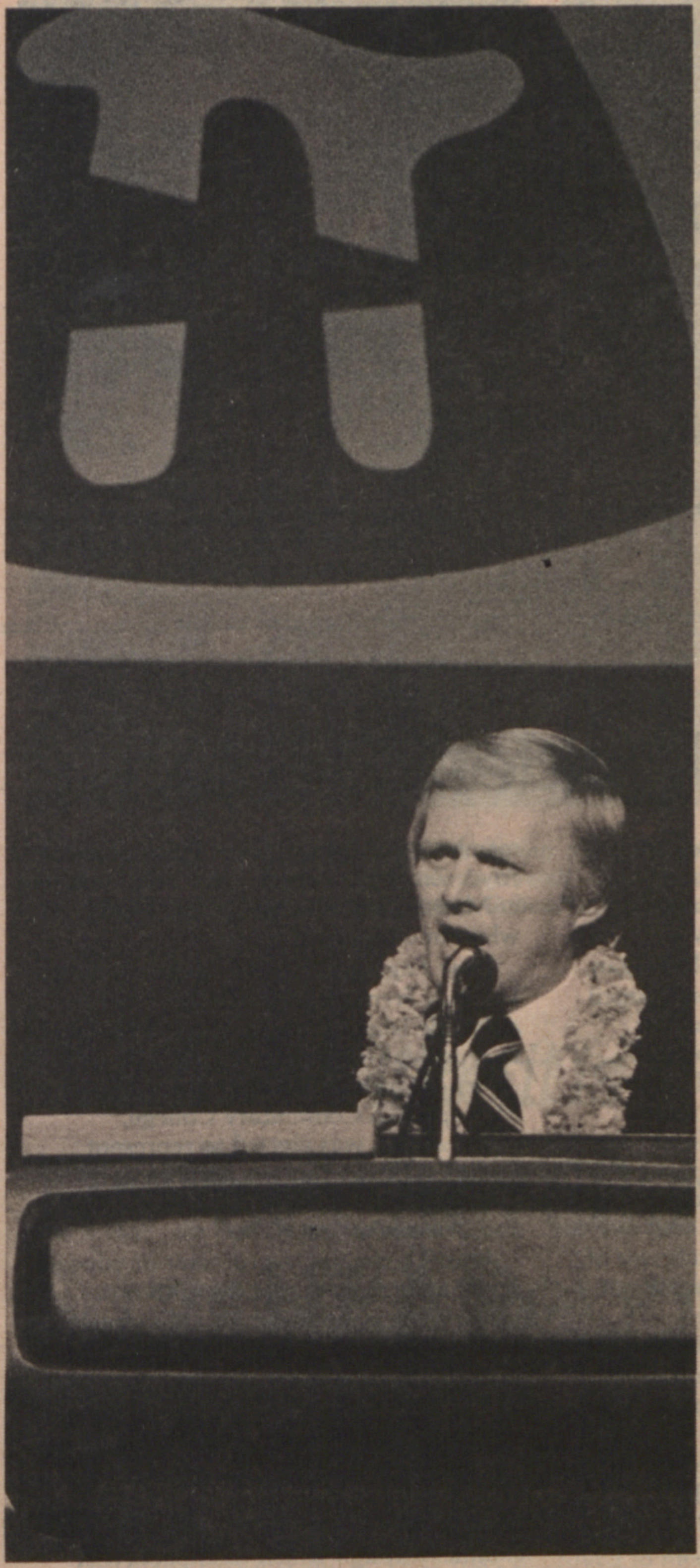
Teachers now lead all other professions in America by having unified their divided membership into strong, united groups working toward common goals. At the opening of NEA's 115th Annual Meeting, President John Ryor noted that the completion of merger "is a testimony to the strength and vitality of [the Representative Assembly], and to the courage and foresight of the men and women who make up our professional association. It further demonstrates our commitment to the improvement of education for the children of America."

Ryor noted that teachers have long been in the vanguard of the civil rights movement in the South. For example, it was a courageous band of black Alabama teachers who helped set the stage for the celebrated civil rights march from Selma to Montgomery in 1965. In a subsequent Selma march, several teachers were clubbed, kicked, and gassed.

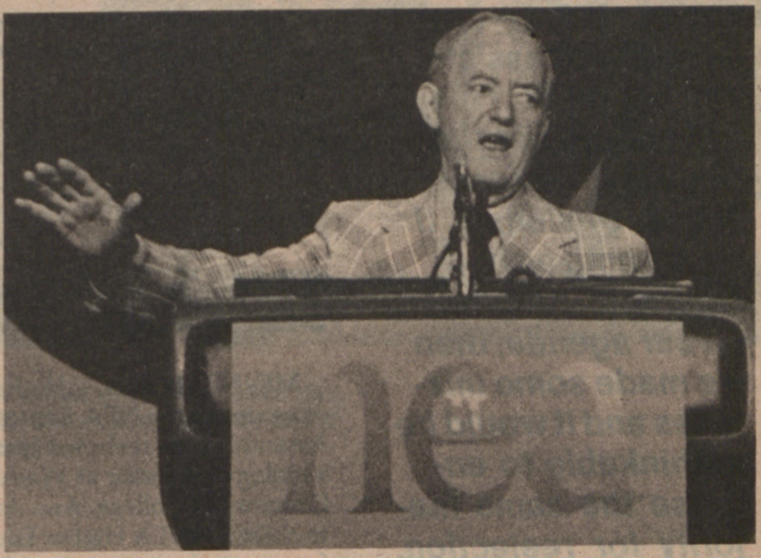
Within 24 hours of passage of the Civil Rights Act, NEA delegates, on July 3, 1964, mandated the elimination of separate teachers' associations. From its inception in 1857, membership in the NEA has always been open to qualified persons without regard to race. At that time, black teacher Robert Campbell became one of 43 charter members of the Association.

In 1965, Elizabeth D. Koontz was installed as president of the former Department of Classroom Teachers of NEA, the first black to hold this office. In 1968, the North Carolinian leaped to national prominence by becoming the first elected black NEA president.

The black American Teachers Association merged with NEA on June 28, 1966, just two years after the 1964 Civil Rights Act was passed, and 12 years after the U.S. Supreme Court attempted to ban "separate but equal" provisions nationally. Other professions, such as medicine, dentistry, and law now admit blacks as members, but have parallel black organizations on both national and local levels.



"Education is a vital and difficult profession — it is not for namby-pamby people — it never has been," NEA President John Ryor told the convention. "But it's a damned important profession and well worth fighting for," he added. "That is what our Association is all about."



Sen. Hubert Humphrey:

The Future Depends on Improving Education

Senator Humphrey addressed the convention July 5. This is part of his message to teachers:

We cannot afford to leave untapped the power and capability of a single American child. I firmly believe that the future of our democratic society depends on our constantly improving education and educational opportunities for all our citizens.

It is for this reason that more resources must be devoted to education. There is no other investment we as a people can make in securing a better future than by putting our energy, time and money into education.

And yet, precisely at the time we have come to this conclusion, our local school districts and institutions of higher education are stating that they have reached an absolute limit in financial resources. Local property taxes, devoted primarily to meeting the rising cost of public elementary and secondary education, have reached the saturation point.

Therefore, we must seek to change current legislation so as to guarantee quality education without regard to localized circumstances.

I strongly believe that there is urgent need today to establish a new education policy for America — a policy to guarantee that all children and youth, without regard to circumstances of residence, family income or race, will have a full and equal opportunity to obtain a quality education.

A more efficient organization of our effort is one important step forward. We must set priorities, maintain accountability and evaluate performance.

The two bills I have introduced in this session of Congress work toward establishing this new education policy.

One bill would create a Cabinet-level Department of Education. The second would alleviate the financial crisis confronting the public schools of the nation by providing increased financial resources for elementary and secondary education.

(Continued from page 3)

major political parties were nominated.

The delegates also called on NEA affiliates to press for legislation at the state level to permit the use of payroll deductions to collect future contributions for teachers' political action committees.

"Organize, Mobilize"

NEA's executive director, Terry Herndon, called on NEA members to "organize, mobilize, and demand political responses by the Congress and the legislatures" to Association demands. Herndon urged NEA teachers to "organize and mobilize two million teachers to carry the fight into every community, every political campaign, every party meeting, every legislative session, and every school board meeting in the United States." He noted that in 1976 NEA endorsed 271 politicians now serving in the 96th Congress, including a majority in the House of Representatives. But, he said, "if we do not see considerable progress on our agenda, then we made some mistakes and it would be unthinkable to endorse the same majority for reelection."

Herndon told the delegates too that educational problems in the classroom must be attacked by teachers. "In spite of the increased complexity of teaching," he said "we have made very slow progress in improving class size. Nearly one-fourth of all elementary classes contain 30 or more children, and nearly one-third of our secondary teachers still deal with 150 or more students each day. It is intolerable that this should be true while more than 300,000 qualified teachers seek an opportunity to teach," he said.

He also decried the average teacher salary — $13,298 — which "when described as compensation for the enormous responsibility we bear becomes a pittance and an outrage." He added that in only 16 of the 50 states "has there been real growth in teacher salaries. It is tragic that even this has required longer, tougher, more bitter, and more expensive strikes," he said.

Speaking Out

The delegates — from every state in the nation — spoke out on dozens of educational and social issues. They passed several items in support of the Equal Rights Amendment, legislation described by Ryor as "basic to everything we believe, and teach, about our nation." The delegates rejected, as they had done in the past, attempts to weaken their position in favor of hand-gun control. And they spoke out in favor of such other social issues as one-man-one-vote, fair housing, full integration of the public schools, physical and mental health care for children (including programs to educate parents), higher quality television programming with less emphasis on violence, and aid to migrant workers.

Taking a firm civil rights position, the delegates approved a resolution that calls upon America to "eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some citizens from exercising rights that are enjoyed by others."

The delegates expressed their concern about parental apathy and about the teacher's image, approving items calling for "materials and strategies for building parental support for schools, instruction, and teachers" and for an NEA commitment to "assisting state affiliates and for using national media to get a more favorable image of teachers and the teachers' story about education needs to the American public."

In other actions, the NEA delegates:

- Congratulated President Carter on his decision to halt the B-1 bomber program
- Called for a White House Conference on Education
- Approved a major study of retirement pay,

(Continued on next page)

NEA CONVENTION REPORT

> ***To achieve we must organize. We must mobilize to provide a 96th Congress which is not only cordial, but actively committed to these programs. In 1976 we endorsed and assisted 271 winners. This is a majority of the House of Representatives. Obviously, if we do not see considerable progress on our agenda, then we made some mistakes and it would be unthinkable to endorse the same majority for reelection. We need to be more aggressive but also more discriminating. . . . I am saying that we have much work to do; but that, while there is no easy solution, we are equal to the task if we can organize and mobilize two million teachers to carry the fight into every community, every political campaign, every party meeting, every legislative session, and every school board meeting in the United States.***

NEA Executive Director Terry Herndon made his address to the convention on the Fourth of July.

Lauri Wynn, of Wisconsin, was re-elected to the NEA Executive Committee on the first ballot.

Ronald Bruch, of Missouri, topped Connecticut's Bill Bell to capture the second Executive Committee seat up for election. The run-off election brought Bruch 3,674 votes to Bell's 3,569.

Higher Ed Leaders Elected

MINNEAPOLIS — Higher education delegates to the NEA Representative Assembly here reelected James Davenport, a biology professor at Washtenaw Community College, Ann Arbor, Michigan, to chair the NEA Higher Education Council for a second one-year term beginning September 1. Davenport ran unopposed.

Five new Council members and three incumbents were elected in other races. Chosen 1977-78 vice-chair was Lloyd Evans, a political science professor at El Paso Community College, Colorado Springs, Colo.

Consuelo Nieto, an assistant professor of education at California State University, Long Beach, was elected to fill the "minority-at-large" seat on the Council.

In addition to the three at-large positions, there are 10 regional seats on the Council, six of which were up for election this year. Elected by California delegates to fill two "Region 2" seats were Jack Turner, a speech teacher at Cabrillo College, Aptos, and Lavier Lokke, a chemistry teacher at Mesa College, San Diego. Turner will serve for two years, Lokke for one.

Elected to represent NEA college members in Region 3 (Pennsylvania) was Joyce Zinchini, a special education teacher at Mansfield State College, Mansfield, Pa., who ran unopposed.

New England delegates chose Anthony Leone, a French and psychology teacher at Rhode Island Junior College, Providence, to represent Region 4.

James Durham, a music instructor at Metropolitan Community College, Minneapolis, was elected to represent Region 8 (Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin).

John Thompson, a professor of educational administration at the University of Hawaii, ran unopposed for another term as representative of Region 9 (Arizona, Hawaii, Nevada, New Mexico, Oklahoma, and Texas).

The Higher Education Council was created in 1974 to guarantee faculty from campuses organized for bargaining — or seeking to be organized — a formal channel through which to impact NEA governance bodies and staff. Council members furnish advice, advocacy, and assistance while providing an identity for higher education within NEA.

(Continued from preceding page)

Social Security, and other benefits for teachers

- Defeated an attempt to bring paraprofessionals (teacher aides) into regular NEA membership
- Condemned abuses in hiring and assigning paraprofessionals to jobs teachers should handle
- Opposed legislation that uses citizenship as a basis for denying children the right to a free public education
- Called upon all teachers to support the boycott of J. P. Stevens products
- Suggested making national Election Day a holiday to encourage voting
- Directed the Association to introduce and support legislation that would reduce and prevent violence in the schools.

Levin, Wurf, Haley Speak

Besides the political addresses to the convention and the speeches by the NEA president and executive director, delegates heard from, among others, Shalom Levin, secretary general of the Israel Teachers Union; Jerry Wurf, president of the American Federation of State, County, and Municipal Employees union; and author Alex Haley.

Wurf, whose union joined with NEA to found the Coalition of American Public Employees, stressed the need for tax reform in his speech. "If we do not have major tax reform, it will not be possible to carry on a good education system, not to mention other public services," the union president told the teachers. He blamed "anti-people" politicians around the nation for many continuing social problems.

Haley — who was honored by a special award for his book "Roots" and its effect on education — told the teachers of his feeling that his book was "meant to be." He reported that it was being translated into 24 languages and that "Kunta Kinte and his people are replacing Tarzan and Jane as a literary image of Africans."

Haley urged teachers to encourage students to record the memories of their elder relatives, to get students to search for old family documents, and to encourage students to hold family reunions. "These things make a difference in the value of our lives," he said.

The NEA delegates approved a $48.5 million budget for the coming year, three-fourths of it specifically designated for program and support of NEA's six major goal areas: human and civil rights in education, leadership in solving social problems, an independent, united teaching organization, professional excellence, economic and professional security for all educators, and significant legislative support for public education.

Officers Elected

In addition to re-electing Ryor president, the NEA delegates re-elected as vice-president Willard H. McGuire of North St. Paul, Minnesota. They chose two executive committee members, re-electing Lauri Wynn of Milwaukee, Wisc., and electing Ronald G. Bruch of Independence, Mo., both to three-year terms. (NEA secretary-treasurer John McGarigal was elected to a two-year term last year and continues to serve.)

Also elected here was Diane Newkirk, of Fairfax, Virginia, chosen as an at-large member of the NEA Board of Directors to represent administrators. Higher education members at the meeting re-elected James Davenport, professor of biology at Washtenaw Community College, Ann Arbor, Michigan, as chair of the NEA Higher Education Council.

Total registration for the convention, which was NEA's 115th, was 11,283 — 7,752 delegates, 3,125 nondelegates (spouses, children, and observers), and 406 persons who ran exhibition booths. Texas, with 659 delegates, was the largest state group represented; California's delegation numbered 592; Michigan, 466.

The 1978 annual NEA meeting is scheduled for Dallas, Texas.

Conventioners jammed the 200 exhibits during the meeting. Door prizes were given each day, with the grand prize — a week for two in Hawaii — going to Sheila Chase, a sixth grade social studies teacher at Northside Elementary School in Columbus, Georgia.

"Telling it like it is"

No Teacher Glut, Says NEA Report

MINNEAPOLIS — Refuting a widely accepted belief that there is a teacher surplus, NEA released a survey during its annual convention here disclosing that more than a half million new teachers are needed immediately to meet minimum quality standards in the nation's public schools.

"If school programs and services were improved to meet only minimum needs, there would have been a shortage of at least 501,700 qualified teachers in the fall of 1976," said NEA President John Ryor.

"We all know there is room for improvement in the quality of educational programs and services of every school system in this country," he asserted. "We should start right now to end this talk of a teacher glut and tell it like it really is."

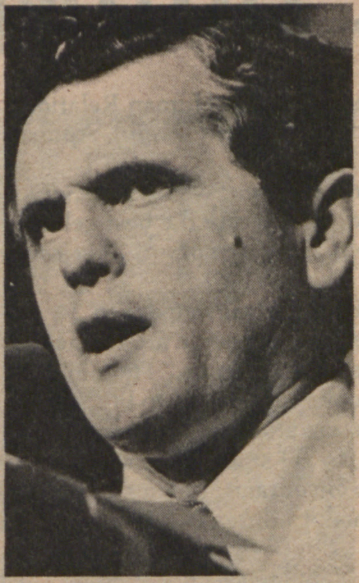
Ryor explained that the nation's schools need every available qualified teacher, plus thousands more, to meet the increasing complex educational problems now facing education.

"Millions of children, particularly the handicapped, are being denied their educational birthright because there are not enough teachers to meet the real demands of students," declared Ryor.

The survey, which details teacher supply and demand in the public schools for the 1976-77 school year, notes that there is a critical need for new teachers in the following areas:

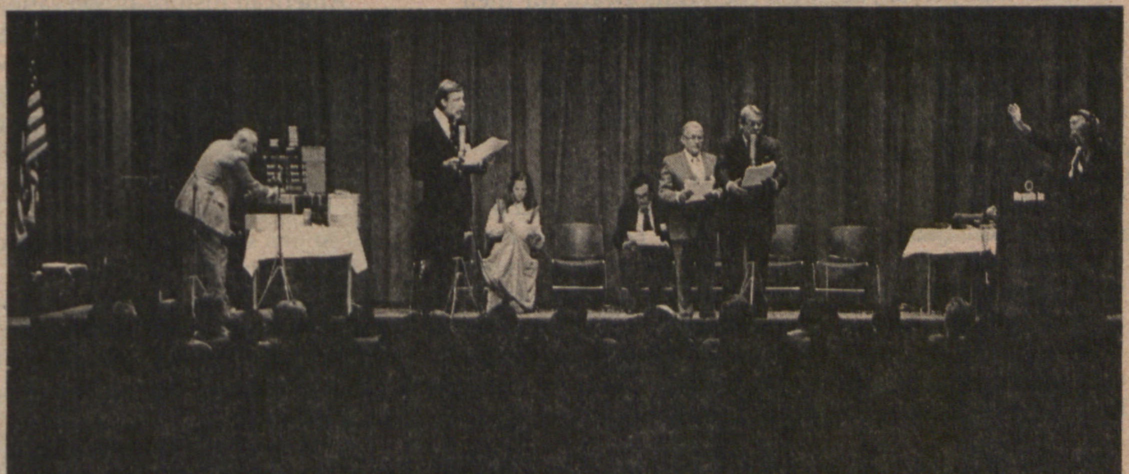
- For special education, including more than 3.5 million handicapped under 19 who lack school programs to serve their needs. A new federal law for the handicapped (PL 94-142), which calls for educating all handicapped through age 21, will make an already intolerable situation more difficult.
- For reduction of overcrowded classes to bring maximum class size to 24 pupils in elementary schools and reduce maximum teacher load to 124 pupils in the high schools.
- For kindergarten and nursery schools, including some 300,000 five- and six-year-old children who are deprived of any school experience before entering the first grade.
- For restoration of programs, including several subjects widely accepted as basic education that have been curtailed by financial cutbacks.
- For temporary replacement of teachers having substandard qualifications, including some 15,000 teachers who do not have minimum teaching qualifications — the completion of a bachelor's degree.

Tax reform is essential on the local, state, and national level if education and other vital public services are to continue, Jerry Wurf, president of the American Federation of State, County, and Municipal Employees, told the delegates. He said that "anti-public service politics" was the rule throughout the country.



NEA Vice-President Willard McGuire, re-elected at the Minnesota meeting, presented the Association's $48.5 million balanced budget to the Assembly for discussion and vote.

> **"The news is not unmitigatingly bad, but with public employees all is not well. Many of you were a part of the civil rights movement of the '60s. Today we are witnessing an erosion of those victories, and even affirmative action, which NEA supports, is under attack.**
>
> **"America's public employees are the 'new niggers' of 1977."**
>
> — *James Farmer, former director of the Congress of Racial Equality, and present director of the Coalition of American Public Employees*



During their pre-convention meetings, members of the NEA Board of Directors watch a performance of Radio Adventure Theater, CBS Radio's drama program recommended by NEA. It was the first time in about 20 years that a radio program was performed before a studio audience, according to Himan Brown, producer and director of the series.

NEA CONVENTION REPORT

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Minority Affairs Group Continued;

Chicanos Change Name, Expand Caucus

MINNEAPOLIS — NEA's Minority Affairs Committee (MAC), initially authorized by the Board of Directors in 1975 upon the recommendation of the Executive Committee, was re-established at this year's annual meeting for another two years.

MAC will continue its charge to monitor minority guarantees provided in the NEA Constitution and Bylaws, provide minority input regarding NEA programs and services, and make recommendations to the Board of Directors regarding appropriate means and methods for continuing minority input into the Association.

MAC is composed of four representatives from each of the following minority groups: Asian and Pacific Islanders, Black, Chicano (now Chicano-Hispano), and First Americans.

One of the most significant moves made by any one minority caucus at the convention here was the Chicano Caucus' vote to expand its membership to include other members of Spanish heritage. The vote to change the name to "Chicano-Hispano Caucus" was 75 to 5, according to Frank Valdes, caucus chairperson.

Said Valdes: "I think this shows tremendous growth and goodwill on the part of our members and it's one of the best things that has happened to us. We currently have 110 members, mostly Chicano. We expect this figure to double at the Representative Assembly in Dallas next year because of the expanded definition."

Valdes explained that the name change is significant because it invites the involvement of Spanish heritage teachers who have not previously identified as Chicano.

"To date the word *Chicano* has limited identification to people primarily of Mexican American

NEA Human Rights Awards Honor

MINNEAPOLIS — NEA's Committee on Human Relations presented nine awards to ten recipients at its Eleventh Annual Awards Dinner here on July 4th.

The Committee's Special Award this year went to author Alex Haley, journalist and scholar who wrote the best-selling and recently televised book, *Roots: The Saga of an American Family*.

Haley reported that his book is being translated into 24 languages and that "Kunta Kinte and his people are replacing Tarzan and Jane as a literary image of Africans." He told teachers of his feeling that his book "was meant to be."

Haley urged teachers to encourage students to record the memories of their elder relatives, to get students to search for old family documents, and to encourage students to hold family reunions. "These things make a difference in the value of our lives," he said.

The Committee presented the New Jersey Education Association and the Highline Education Association of Seattle, Wash. with the Rosena J. Willis Awards this year. This award is presented each year to a state association with the most effective human relations program and to a local association for the most improved human relations program.

Accepting the award for the New Jersey Education Association were Judith Owens, NJEA president and Donald McNelly, Human Relations State Staff Contact. "In the New Jersey Education Association," said Owens, "human rights is as important as collective bargaining."

Dennis Storkson, president, and Georgie Kunkle, human relations chairperson, accepted the Willis award for their Highline Education Association. Said Storkson, "The Highline Education Association's human relations program has moved from the isolated events of past years — Black history workshop and human relations banquet — to solid, continuing programs."

Lloyd M. Elm, former NEA First American Caucus chairperson, currently Education Program Specialist with the Office of Indian Education at the U.S. Office of Education, received the Leo Reano Memorial Award. This award is presented each year to individuals of First American heritage for leadership in resolving social problems.

Elm (Onandaga), an innovator and advocate of special education programs for First Americans, currently serves as first vice president of the National Indian Education Association.

The H. Councill Trenholm Memorial Award this year was presented to Fannie Phelps Adams, assistant principal of A. C. Flora High School, Columbia, S.C., for her leadership in the advancement of intergroup understanding within the education profession.

Adams was cited for the many years of her life spent directing her belief in human dignity and equality and to helping people improve their relationships with each other and defy oppression.

Consuelo Nieto, an educator, writer, public speaker, and immediate past chairperson of NEA's Chicano Caucus, was awarded the George I. Sanchez Memorial Award which is presented each year for leadership in resolving social problems, particularly as they relate to individuals of Hispanic American heritage.

Currently Assistant Professor, School of Education at California State University, Long Beach, Cal., Nieto directs the Bilingual Teacher Program and teaches a class about the Chicana.

The Whitney M. Young, Jr. Memorial Award, presented for promoting equal employment in education went to Eugene W. Skinner, Assistant Superintendent, Human-Community Relations, Omaha Public Schools, Omaha, Neb.

Skinner, the first Black teacher hired under contract in Omaha, has been for many years a successful and respected foreign language teacher, basketball coach, and principal. He has improved human relations in the Omaha schools and increased the opportunities for minorities to become career teachers in the system.

Bertha W. Calloway, director of the Great Plains Black Museum Archives, and Interpretive Center in Omaha, Neb., was presented the Carter G. Woodson Memorial Award.

The Award is presented jointly by NEA and the Association for the Study of Afro-American Life and History for leadership and creativity in promoting Black History Week.

Calloway was cited for her "great contributions" to Black American history preservations and promotion. Her efforts over a 12-year period resulted in the establishment of Omaha's Great Plains Black Museum — which opened February 8, 1976, in commemoration of Black History Week.

Patsy T. Mink, Assistant Secretary of State, U.S. Department of State was presented the Award for Creative Leadership in Women's Rights.

The award was presented for activities in the field of women's rights which have made a significant impact on education and have furthered the achievement of equal educational opportunity for women and girls.

An accomplished lawyer and legislator, her achievements include the Mink amendment to the Comprehensive Manpower Act prohibiting sex discrimination in agencies and institutions.

Virgie Chattergy, associate professor, College of Education, University of Hawaii, Honolulu, received the award for leadership in Asian and Pacific Island affairs. She is a distinguished educator who has made significant contributions in the areas of curriculum and instruction. The award is presented for activities in Asian and Pacific Island affairs which have made a significant impact on education and have furthered achievement of equal opportunities for Asians and Pacific Islanders.

Consuelo Nieto, immediate past chairperson of NEA's Chicano Caucus, accepts the George I. Sanchez Memorial Award, presented each year for leadership in resolving social problems.

Bertha W. Calloway, director of the Great Plains Black Museums, Archives, and Interpretive Center in Omaha, Neb., received the Carter G. Woodson Memorial Award for her contributions to Black American history preservation and promotion.

background and/or identity with a movement. But the word *Hispano* includes all people of Spanish speaking ethnic background," Valdes said. "The Chicano identification remains in the title as a reminder and identifier of the original caucus, its movement, and as a sensitizer to NEA regarding the needs of students and teachers who have shared a particular problem in the educational process."

"With this action," Valdes said, "a more unified commonality of interest for educators will be dealt with by the caucus."

Caucus Solidarity

The minority caucuses here collectively endorsed John Ryor for reelection and voted to unseat the Arizona delegation for its failure to comply with the open nominations procedure outlined by the Credentials Committee.

The Women's Caucus and the four minority caucuses also helped to defeat proposed amendments to the Constitution and Bylaws 17, 25, and 26, which would have had a negative impact on the number of minority delegates qualified to attend the Representative Assembly, had they passed. The Chicano-Hispano Caucus supported Amendment 18, however, while the other caucuses helped to defeat it.

Valdes explained that Amendment 18 would have been beneficial to Chicanos and Hispanos in that it would have increased the number of delegates eligible to attend the Representative Assembly. "As it is," Valdes said, "we are the only minority group at this convention that is underrepresented."

New Caucus Officers

The Asian and Pacific Islanders Caucus elected Laverne Moore of Hawaii, chairperson; Kathy Yen of California, vice-chairperson; Mae T. Kim of Hawaii, secretary; and August Olim of California, treasurer.

NEA's Black Caucus re-elected Patricia Brown of Indiana, chairperson, and elected Shirley Coffey of Virginia, secretary. Vice-chairperson Lillie Carswell of Texas and Treasurer Richard Lindsey of New Jersey have another year to complete their present terms.

Lindsey reported that the Black Caucus endorsed Lauri Wynn and Elaine Marks for the NEA Executive Committee and Louise Gaskins for the administrator-at-large post.

Elected officers of the renamed Chicano-Hispano Caucus include Frank Valdes of Washington State, chairperson; Jose Correa of Colorado, vice-chairperson; Marian Feehery of Michigan, secretary; and Steve Calderon of California, treasurer.

The First American Caucus elected Guy Archambeau (Hopi-Sioux) of Arizona, chairperson; Billie Masters (Cherokee) of California, chairperson-elect; and Philip Ojibway (Ojibway) of Michigan, secretary-treasurer.

Archambeau reported that in addition to helping to defeat repeated attacks on ethnic representation, the First American Caucus saw its American Indian Resolution B-8 adopted by the Assembly.

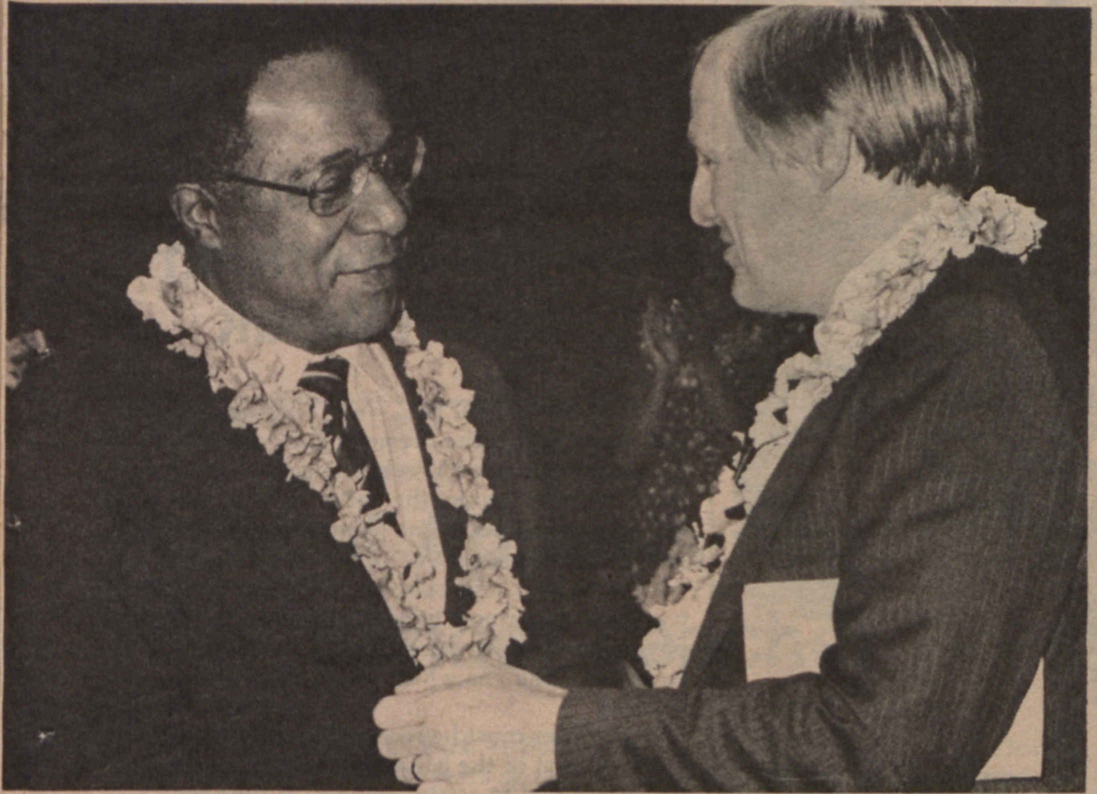
"We will also continue working with NEA Teacher Rights Division in the monitering of the American Indian Policy Review Commission," Archambeau said. "Already, as a result of our working relationship with Teacher Rights, the caucus has seen the partial development of an Indian curricula founded in traditional Indian values."

Newly elected Women's Caucus officers are Peg Maeder of Maine, chairperson; Nancy Skadden of Wisconsin, vice-chairperson; Lyn Crawford of California, treasurer.

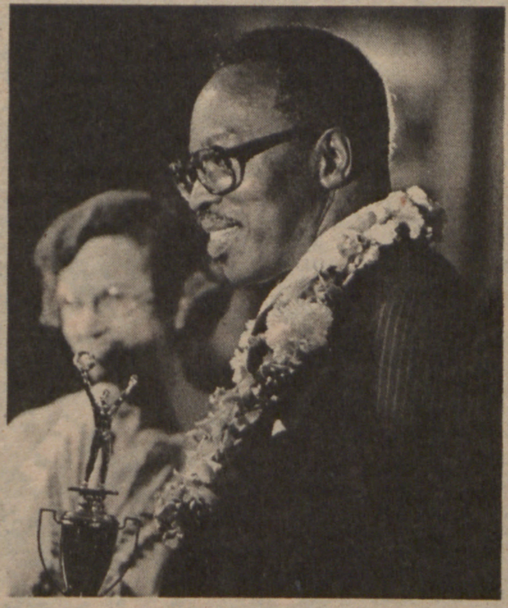
Members also elected the following coordinators to assure minority representation on the NEA Women's Caucus: Betty Jeung of California, Asian and Pacific Islanders Caucus; Doris Townes of New Jersey, Black Caucus; Helene Diaz of California, Chicano-Hispano Caucus; and Beverly Hausen of Indiana, First American Caucus.

The Women's Caucus also made changes in its Bylaws which will allow NEA and state staffers to be included as members.

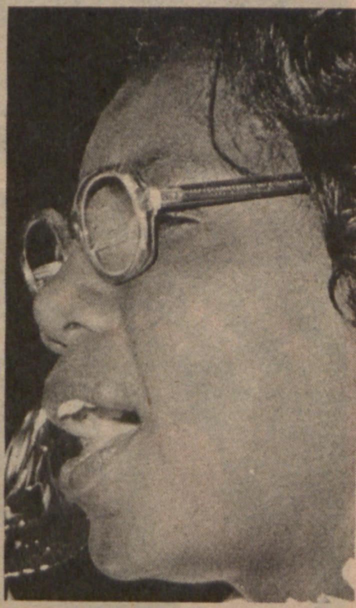
Alex Haley, Nine Others



NEA President John Ryor (right) congratulates author Alex Haley, who received the NEA Human Relations Committee's Special Award for significant contribution to human relations through the publication and televised adaptation of Roots.



Eugene W. Skinner, assistant superintendent, Omaha Public Schools, accepts the Whitney M. Young, Jr. Memorial Award, presented for promoting equal employment in education. Skinner, the first black teacher hired under contract in Omaha, improved human relations in the Omaha schools and increased opportunities for minorities to become career teachers in the system.



Fannie Phelps Adams, assistant principal from Columbia, S.C. received the H. Councill Trenholm Award, presented for leadership in the advancement of intergroup understanding within the education profession.

Mae T. Kim, Asian and Pacific Islanders Caucus officer (right), presents Virgie Chattergy, associate professor, College of Education, University of Hawaii, with the Award for Leadership in Asian and Pacific Island Affairs. Chattergy has made significant contributions in the area of curriculum and instruction.

Patsy T. Mink accepts the Award for Creative Leadership in Women's Rights. A former U.S. Representative from Hawaii, Mink was a women's rights leader before many citizens were aware of sex discrimination.

Lloyd M. Elm accepts the coveted Leo M. Reano Award, presented each year to individuals of First American heritage for leadership in resolving social problems.

Louisiana Teachers Rally for Pay Increases

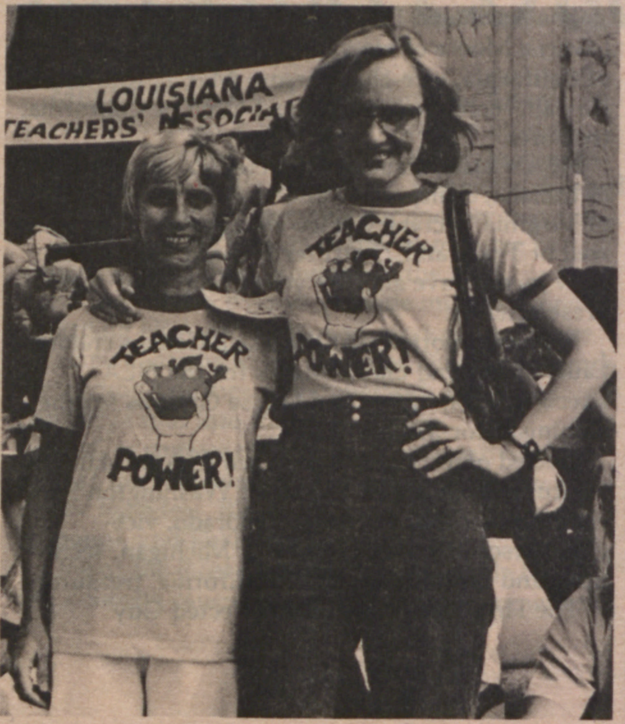
BATON ROUGE, LA. — More than 20,000 Louisiana teachers left their classrooms and demonstrated at the capitol here on May 19 to dramatize their demands for a $1,500 pay increase. The massive rally brought together members of the Louisiana Teachers' Association and the Louisiana Education Association, the state's two teacher organizations that will combine into one NEA affiliate later this year.

As a result of the rally, state Governor Edwin Edwards called a special session of the legislature in August to deal with salary increases for teachers and other state employees.

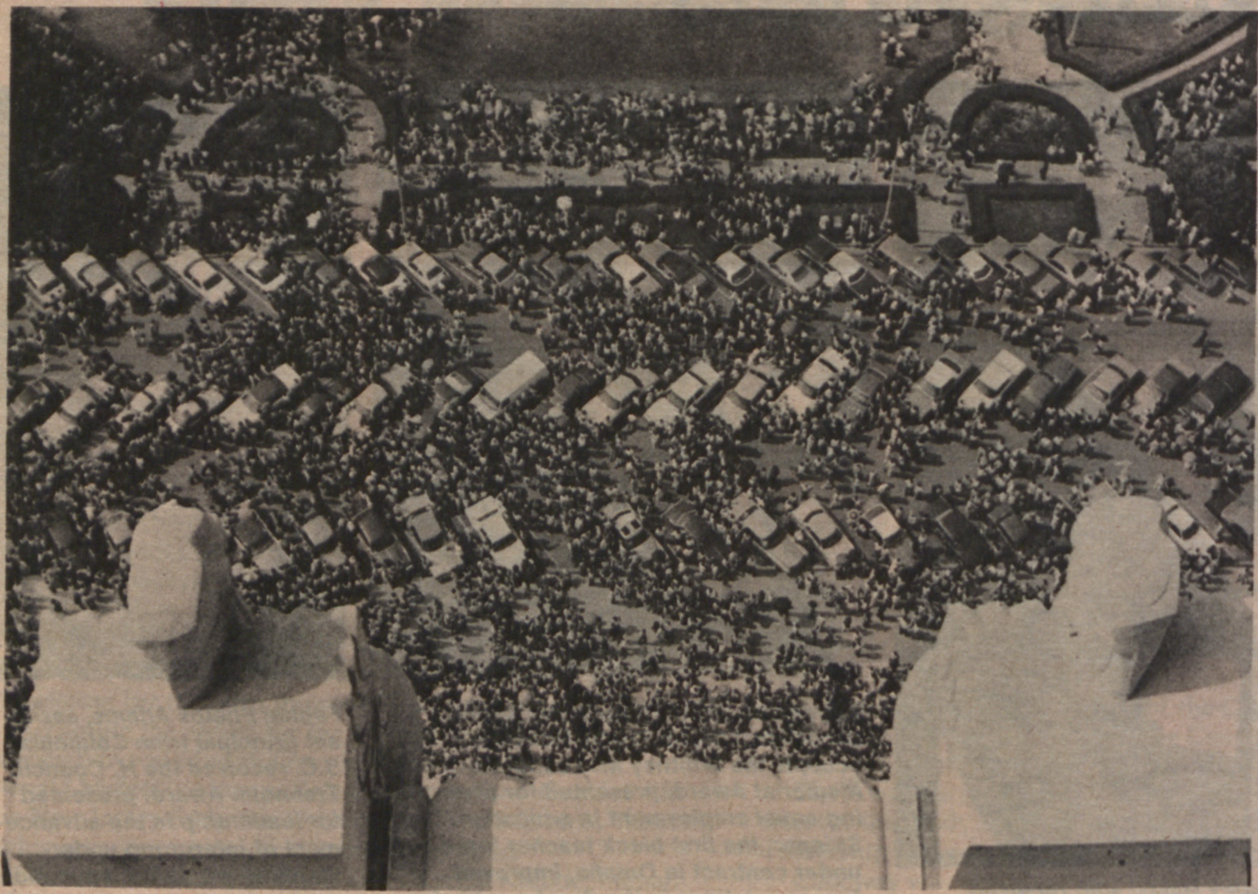
In addition, he declared May 19 a holiday for all school employees, forestalling disciplinary action by school boards.

A joint LEA-LTA political action and lobbying group has sent 18 teachers a day to the state capitol to push for the pay raise.

LEA President Basile Miller and LTA President Steve Stephens pointed out in June (when the joint lobbying effort was set up) that state teachers must have a minimum adjustment of $1,500 just to regain purchasing power lost since 1972.


LOUISIANA TEACHERS' ASSOCI
TEACHER POWER!
TEACHER POWER!

Two teachers from Calcasieu Parish wore "Teacher Power" shirts to the rally.



Every parking space was filled and traffic backed up for miles as more than 20,000 Louisiana teachers poured into the state capitol to make their demands.

Pregnant Kansas Teacher Can Sue School Board

TOPEKA, KANSAS — Teacher Joan McCarthy of Hutchinson has been given the right to sue Kansas state school boards for their refusal to pay her sick leave benefits when she twice became pregnant.

The U.S. District Court for Kansas, in a precedent-setting decision, ruled that McCarthy has an implied right to sue under Title IX of the Education Amendments of 1972.

McCarthy can now file a class action suit against the Kansas Association of School Boards and against all school board members in Kansas. When she became pregnant, McCarthy was required to take unpaid maternity leave, rather than receive paid sick leave.

This denial of sick leave discriminates sexually against women in violation of Title IX, said McCarthy.

Title IX, which dates to 1975, says that an educational institution receiving federal funds cannot exclude pregnancy as a disability for which a woman is entitled to receive paid benefits.

Kansas-NEA and the DuShane Emergency Fund financed this litigation.

Teachers Who Backed Loser Are Vindicated In Court

ROMA, TEXAS — Four teachers in this small town on the Rio Grande have won in the courts what they lost when they backed the losing candidate for a 1972 school board seat: their jobs.

U.S. District Court Judge Thomas Gibbs Gee agreed with the teachers that two of them were not renewed and two were demoted to one-year probationary contracts because they supported a political enemy of three school board members.

"Although plaintiffs' evidence is entirely circumstantial, the circumstances all point to political retaliation," said the judge.

"There are too many fish in this milk for me to believe it has not been watered," he added, expressing his disbelief at the school board's alleged reasons why the teachers were demoted or not rehired.

The Roma Independent School District was ordered to offer their jobs back to the two teachers who hadn't been rehired, and to erase all evidence from the records of the other two that they had been returned to probationary status.

The School District was told it could not condition teachers' employment upon their political beliefs and associations. The district must also pay $15,000 in attorney's fees and costs, with the school board members held liable for damages.

NEA's DuShane Emergency Fund and the Texas Classroom Teachers Association supported the case.

Order Materials Now for American Education Week

WASHINGTON, D.C. — "Working Together for Education" is the theme of this year's American Education Week, sponsored by NEA, the American Legion, the national PTA, and the U.S. Office of Education. This year the week runs from November 13-19.

Printed, film, and cassette materials to help bring teachers and parents together can be ordered (with payment) from American Education Week, Academic Bldg., Saw Mill Road, West Haven, CT 06516.

Your order must be received by October 17 if you live west of the Mississippi River, otherwise by October 24 to assure delivery in time for American Education Week. Among materials available:

- The 1977 AEW Packet ($3.15; stock #5050-9-1R), which includes public information leaflets, an observance manual, a speakers and writers handbook, a wall poster, name tag, invitation form, napkin and place mat.
- Working Together for Education ($1.95 for package of 30, stock #5145-9-00), which advises parents how they can help their children and the schools.
- Know Your Teachers ($1.95 for package of 30, stock #5147-5-00), which lets parents know how they can work with their child's teacher to improve learning.

SUPPORT **AMERICAN EDUCATION WEEK**
November 13-19, 1977

Federal Court Says School Board Can't Ban “All Political Speakers”

MOLALLA, OREGON — A school board can't ban “all political speakers” from a high school political class, ruled an Oregon federal district court in a case supported by NEA's DuShane Fund, the Oregon Education Association, and the American Civil Liberties Union.

Dean Wilson, an 11th and 12th grade political science teacher in this Cascade Mountain Range lumber town, had brought political speakers into his classes since 1971. Not until 1975, when he invited Anton Krchmarek, a former Ohio Communist Party official who lived in Oregon, did Wilson run into trouble.

The Molalla school board did not object at first, though they did lay down several conditions: Wilson had to point out defects in the Communist system, show the movie “Nightmare in Red,” precede and follow Krchmarek with anti-Communist speakers (including one from a Communist-dominated country), and excuse students who didn't want to attend.

In the face of opposition from the Molalla Citizens for Better Education, however, the board refused to allow Krchmarek to speak. Wanting to be fair, the board later banned “all political speakers.”

The federal court permanently enjoined the board from enforcing its ban, though it did recognize the board's right to exercise responsible control over outside speakers.

The outright ban violated the rights both of teacher Wilson and one of his students, Vera Logue, who joined his lawsuit, said the court. The school board's order “violated the Fourteenth amendment rights of teachers of politically-oriented subjects [and] political speakers in general . . . to equal protection of the laws.”

The school board was ordered to pay over $3,700 in legal fees.

NEA-Backed Department of Education Bill Draws Senate Sponsors

WASHINGTON, D.C. — An NEA-backed Senate bill that would establish a separate Department of Education has already drawn 53 co-sponsors, more than half of the entire U.S. Senate.

The bill, S 991, was introduced earlier in the current legislative session by Sen. Abraham Ribicoff (D-Conn.). At that time, Senator Ribicoff said that “investment in education is investment in the future productivity of our nation through the advancement of skills of the workers of tomorrow. Our education goals are important ones,” he added, “and we cannot gamble with their success. A single Department administered by a single Secretary is the best way of reaching these goals and of guaranteeing that our educational dollars are efficiently and economically spent in this process.”

Senator Ribicoff also called establishment of a separate Department of Education “a giant step toward the genuine reform needed in our educational programs.”

Additional bills similar to Senator Ribicoff's have been introduced in the House of Representatives and in the Senate.

NEA has, by resolution of its Representative Assembly, supported the concept of a separate Department of Education for years.

The 53 cosponsors of S 991, as of mid-August, are:

Abe Ribicoff (D-Conn.)
Warren Magnuson (D-Wash.)
Hubert Humphrey (D-Minn.)
Claiborne Pell (D-R.I.)
Sam Nunn (D-Ga.)

James Abourezk (D-S.D.)
James Allen (D-Ala.)
Wendell Anderson (D-Minn.)
Dewey Bartlett (R-Ok.)
Birch Bayh (D-Ind.)
Henry Bellmon (R-Ok.)
Edward Brooke (R-Mass.)
Quentin Burdick (D-N.D.)
Clifford P. Case (R-N.J.)
John Chafee (R-R.I.)
Lawton Chiles (D-Fla.)
Frank Church (D-Idaho)
Dick Clark (D-Iowa)
Alan Cranston (D-Ca.)
John Culver (D-Iowa)
Dennis DeConcini (D-Ariz.)
Pete Domenici (R-N.M.)
Thomas Eagleton (D-Mo.)
Wendell Ford (D-Ky.)
Gary Hart (D-Colo.)
Floyd K. Haskell (D-Colo.)
Orrin Hatch (R-Utah)
John Heinz (R-Pa.)
Ernest Hollings (D-S.C.)
Walter Huddleston (D-Ky.)
Daniel Inouye (D-Hawaii)
Henry Jackson (D-Wash.)
J. Bennett Johnston (D-La.)
Edward M. Kennedy (D-Mass.)
Patrick J. Leahy (D-Vt.)
Spark Matsunaga (D-Hawaii)
George McGovern (D-S.D.)
John Melcher (D-Mont.)
Lee Metcalf (D-Mont.)
Howard Metzenbaum (D-Ohio)
Edmund Muskie (D-Maine)
James B. Pearson (R-Kan.)
Jennings Randolph (D-W. Va.)
Donald Riegel, Jr. (D-Mich.)
Paul S. Sarbanes (D-Md.)
James Sasser (D-Tenn.)
John Sparkman (D-Ala.)
Robert T. Stafford (R-Vt.)
Richard Stone (D-Fla.)
Strom Thurmond (R-S.C.)
Malcolm Wallop (R-Wyo.)
Lowell Weicker (R-Conn.)
Harrison Williams (D-N.J.)

Federal Appeals Court Strikes High School Teacher Dress Code

EAST HARTFORD, CONN. — Because an English teacher refused six years ago to be bound by a traditional regulation that male teachers must wear a coat and tie in the classroom, the Second Circuit Court of Appeals has struck down the dress code as unconstitutionally interfering with freedom of expression and academic freedom.

Richard Brimley, an English teacher in East Hartford's George J. Penny High School, prefers turtlenecks to ties. He refused to wear a tie in 1971 even though his principal insisted. Brimley filed a grievance, which was denied at several levels, before turning to the courts.

Even there, he lost at first, when a U.S. District Court judge said the regulation was not an infringement of his rights. But the Appeals Court, in a two to one ruling, stressed that by going tieless, Brimley was “subverting no community values.” Neatness, cleanliness and morality were not involved, the court stressed.

Brimley impressed the court with his arguments that his informal outfits helped him reach his students.

“Long after a student's substantive knowledge has been forgotten, it is the character of a good teacher — of which appearance and style are inevitably part — that is most remembered and that continues to inspire,” said the court. “Teenagers, who are often rebellious against authority, may find a tieless teacher to be a less remote, more contemporary individual with whom they can more easily interact.”

Academic freedom is “universally recognized, if not universally protected, at the college level,” said the court, which saw no reason not to extend this freedom to the secondary level. “This irreducible core of academic freedom extends, in our view, to the particular style of clothing that appellant wishes to wear.”

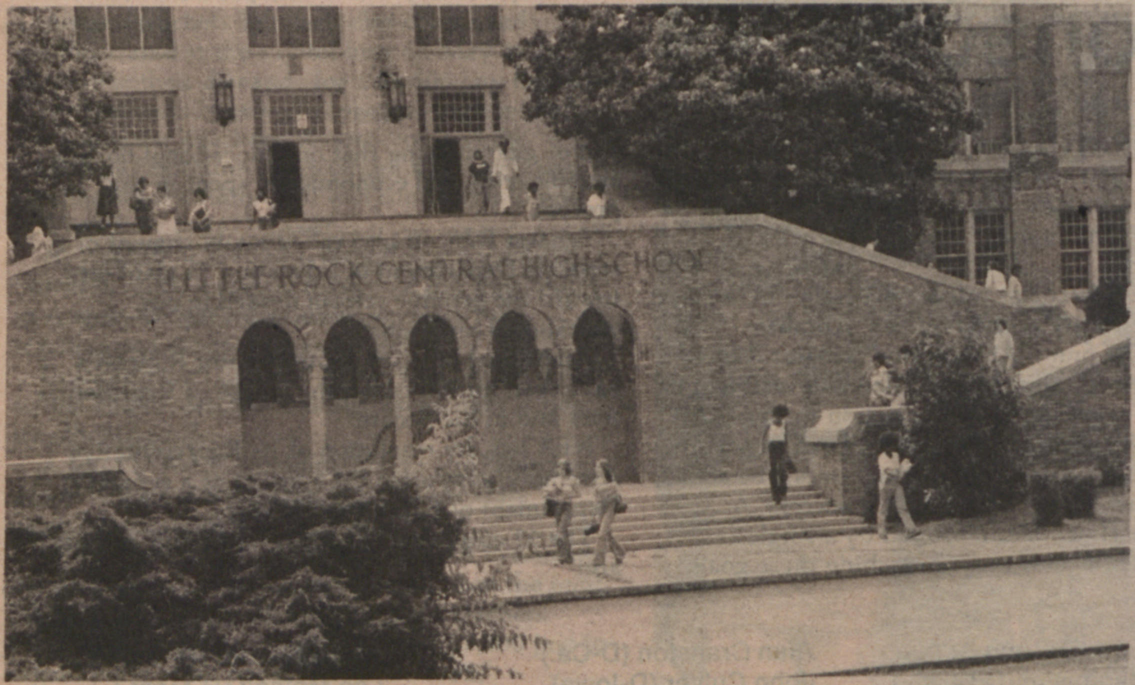
Brimley does not consider himself a rebel. “The real issue was not the tie, but who runs the school,” the 15-year veteran of teaching said. “In English literature I teach about people who fought for what they believed in. I felt I had to do the same.”

Brimley was supported in his right to go tieless by NEA's DuShane Fund, the Connecticut Education Association, and the East Hartford Education Association.

(With thanks to CEAdviser, official publication of the Connecticut Education Association).

East Hartford, Conn., English teacher Richard Brimley (without the tie) happily peruses court ruling which struck down dress code regulation requiring male teachers to wear a necktie in the classroom. He is flanked by Jack Scheinbenflug (left), CEA field representative, and attorney Martin Gould.

Little Rock



Today black students number slightly over half the student body at Central High, becoming a majority for the first time last fall.

Central High School: Twenty Years Later

By *Barbara Lawless*, REPORTER assistant editor

LITTLE ROCK, ARKANSAS — It's been 20 years since nine black teenagers, flanked by paratroopers from the 101st Airborne Division, walked up the front steps of Central High School and into civil rights history.

- Twenty years since the names of Central and Little Rock became synonomous with white Southern resistance to desegregation.
- Twenty years since former Governor Orville Faubus, now working as a bank teller, called out the Arkansas National Guard to prevent black students from attending the same classes as whites.
- Twenty years on September 24 since the late President Dwight D. Eisenhower federalized that same national guard and sent in the army.

In those 20 years, change has come to the nation, which has elected its first Southern President since Andrew Johnson.

Change has come to the South, which has watched racial conflicts ease below the Mason-Dixon line but erupt in the rest of the country.

And change has come to Central High, focal point of integration in the schools during the late 1950's.

For nearly half a century, since it opened in 1927, Central's student body was either totally or (after 1957) mostly white. Last fall, for the first time, Central had more blacks than whites, a 52 percent black majority among its 2,000 students.

In 1969, twelve years after the initial desegregation, only 13 black teachers worked at Central, little better than an average of one a year.

Today, nearly one-third of Central's 103 teachers are black.

Did Integration Really Work?

Central High School has been held up as a model of successful integration. And in many ways it is. But integregation in the 70's differs from integration as it was conceived in the '50s.

Over the past two decades, black pride emerged. Blacks stopped others from calling them colored or Negro, and demanded respect for their own cultural traditions.

So when students and teachers alike prefer to sit with members of their own race, there is a difference between the enforced separateness of 20 years ago.

The difference between 1957 and 1977 is that now the separation is social and voluntary, based on cultural differences rather than legal strictures. People of different races at least have the opportunity to interact — and many do.

"There's a little bit of polarization, but the students definitely interact," said one black teacher.

Students themselves point out that nearly all of them are bused into Central High. They thus tend to stick with friends from their own neighborhoods, which are usually racially distinct.

Revisited

"You go to lunch with friends you've known from the first grade," explained one student.

"We choose friends as individuals, not because of their race," countered another student, pointing out that both black and white teenagers cooperate in pep rallies, car washes, and other school projects.

Teachers in at least one lunch shift also separated — blacks sitting at one table by the air conditioner, whites at another table at the opposite end of the teachers' lounge.

Both groups were embarrassed when asked why they sat apart, insisted race wasn't the reason, and said they would be delighted if anyone from the other table cared to join them.

Several of the black teachers cited age as a more important distinction than race. They tend to be younger by 10 to 20 years than many white teachers, since only within the last several years have blacks been able to teach and to gain tenure at Central.

Change, Nevertheless

Utopia has not arrived, but change has definitely come to Central.

Teachers say they have trouble remembering who is black and who is white as they fill out racial forms on students.

One music teacher, asked how many of his students are black, replied, "I never think about it. But 12 years ago I could have told you exactly."

The English department now includes Afro-American literature, along with other topics such as science fiction and mass media.

Racial relations have relaxed to the point where humor is now acceptable.

During several years of sensitivity training, teachers were warned not to call black males "boys," long a racial epithet. When a white teacher recently referred to one of her black students (named John) as "John-boy," both knew it was an affectionate nickname based on the television series "The Waltons."

Integrated Teachers Gain in the Classroom and at the Bargaining Table

LITTLE ROCK, ARKANSAS — It used to be, 20 years ago, that white teachers would talk over their salaries for the new school year with the superintendent.

Then, says Alice Glover, who was president of the white Little Rock Education Association at the time, she was told to notify the president of the black Classroom Teachers of Little Rock what they would be paid.

Eleven years ago the two groups merged to form the Little Rock Classroom Teachers Association.

And things have never quite been the same since in this Southern city.

Black Leaders

This year Little Rock teachers are led by a black president, Eleanor Coleman. The recording secretary this year is black; the vice-president, president-elect, and publications secretary are white. Four members of CTA's board of directors are black, two are white; there are two vacancies.

Since merger during the 1967-68 school year, six of CTA's 14 presidents have been black. This includes the black co-presidents during the first two years of unification.

This past year, NEA's minority guarantees were added to the Little Rock constitution. If blacks have not held a position in three years, it must be reserved for a black teacher.

Of CTA's 1,100 members (out of 1,234 eligible teachers), roughly one-third are black. More black teachers join CTA (95 percent) than whites (90 percent).

Twenty years ago, Little Rock teachers earned the munificent base salary of $2,924, up to a maximum (with B.A.) of $3,841.

Although inflation since 1957 has obviously played a role in increasing salaries, CTA's continuing expertise in negotiations since 1967 produced an $8,200 base for beginning teachers last year, ranging up to $10,660 for 10 years experience (with B.A.).

At press time, CTA was asking for a six percent increase in salaries (about $500) and a one percent increase in benefits. And was thinking of asking that the highest teacher salary be increased to at least half of the school superintendent's salary.

Teachers Improve Discipline

CTA's building coordinating committees in each school have provided teachers with a voice.

At Central High School, for instance, racial violence had disappeared, but some students were disruptive four or five years ago. Noise in the halls was a problem. Students would pour soda pop on the floors.

Central's committee met with black principal Morris Holmes (now on sabbatical) and vice principals to demand stricter discipline — and they got it.

Students aren't allowed in the corridors during class unless they have a pass. Attendance and tardy rules were tightened up. Smoking is forbidden.

"I have marched to the teachers' wants and desires," Holmes said this spring. In an afterthought, he smiled, "Not literally."

This year's contract will include provisions making it impossible for principals less amenable than Holmes to ignore the committee's recommendations. A principal must respond in writing why he turned down a suggestion, and teachers can appeal up through the school board.

As a result of teachers' suggestions through the building coordinating committees, an

(Continued on next page)

Little Rock

(Continued from preceding page)

Explaining why black teachers sit at one table and whites at another, Central High teachers cite age and cultural differences, as well as nearness to air conditioner. Both black and white teachers said members of other group were welcome to sit at their table.

Central High's speech and English teacher Geneva Howerton was one of 44 teachers and administrators fired by the segregationist school board in 1958, but later rehired after Little Rock citizens recalled the school board.

upset or slightly disruptive student in Little Rock is sent to an RFC: room for counseling.

A social case worker helps the student with his or her behavior problems. Tutoring is also available, since most of these students are at least one year behind academically.

And the student is removed immediately from the classroom so the teacher can teach.

Little Rock is the only school district in Arkansas with a master contract. At press time, CTA and the school administration had tentatively agreed upon:

- Providing *release time* for a half-day human relations program, which helps increase teachers' sensitivity to people with different backgrounds and values. The program is planned by CTA in one-third of the schools every year. Previously teachers had to attend after school or during their preparation period.
- Nontenured teachers will have improved job security, ranging from written warnings to a hearing *before* they are fired.

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

May 1977

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA REPORTER.

Four roll-call votes were taken at the May 1977 meeting of the Board:

1. MISSISSIPPI ASSOCIATION OF EDUCATORS

(Woods — G. Lewis)

Defeated, by roll call, a motion to allow the Mississippi Association of Educators two (2) directors — one from each of the former MTA (black) and MEA (white) memberships, for a period of six (6) years during the merger interim period, and the previous five (5) years of membership in MEA be considered as comparable to NEA membership for qualifying to be elected.

(71 — NO, 48 — YES, 1 — ABSTAIN, 11 — NOT VOTING)

The Connecticut directors, *Bill Bell* and *Ray Rossomando* voted in the negative and submitted the following statement:

> "We are concerned with waivers of the Constitution — our primary concern is with a state having more voting rights than allowable. If the vote could be split one-half (1/2) vote for each, then we would not be opposed to the seating of the two delegates. This is not barred by the Constitution; therefore, would solve the problem."

2. *(Wynn — Rochford)*

Voted, by roll call, to allow the Mississippi Association of Educators a nonvoting director position for a period of three years with expenses borne by NEA.

(106 — YES, 15 — NO, 10 — NOT VOTING)

3. REORGANIZATION OF SUBGOVERNANCE

(Hock — Benson)

Defeated, by roll call, a motion that one of the two regional advisory council meetings be held in conjunction with an NEA Board meeting and the second meeting to be held in each region.

(61 — NO, 58 — YES, 12 — NOT VOTING)

(Dyer — D. Wright)

Reconsidered the motion previously defeated.

4. *(Hock — Benson)*

Established, by roll call, that one of the two regional advisory council meetings be held in conjunction with an NEA Board meeting and that this regional meeting shall accommodate at least one half-day meeting between the NEA president and the state presidents, followed by the scheduled meeting of the Board of Directors. The second meeting, to be held in each region, shall include, but not be limited to, hearings on proposed changes in budget; resolutions; Constitution, Bylaws and Rules; and legislative policy.

(61 — YES, 56 — NO, 14 — NOT VOTING)

KEY: *"Y" voted in favor of the issue* *"N" voted in opposition to the issue*
"A" abstained on the issue *"O" not voting (includes absentees and nonrespondents)*

NAMES	STATE	1	2	3	4
Butler	Ala.	Y	Y	Y	Y
Dotson	Ala.	Y	Y	N	N
Potter	Alaska	Y	Y	N	N
Rochford	Ariz.	N	Y	N	N
Thompson	Ark.	Y	Y	Y	Y
Eddy	Calif.	N	N	N	N
Estrellas	Calif.	N	Y	N	N
Foglia	Calif.	N	Y	N	N
King	Calif.	Y	Y	N	N
Kuiper	Calif.	N	Y	N	N
Logue	Calif.	N	Y	N	N
Tinson	Calif.	Y	Y	N	N
Woodruff	Calif.	Y	Y	N	N
Boggs	Colo.	N	Y	N	N
Bradshaw	Colo.	N	Y	N	N
Bell	Conn.	N	Y	Y	Y
Rossomando	Conn.	N	Y	Y	Y
Gates	Dela.	Y	Y	Y	Y
Murphy	D.C.	Y	Y	N	N
Martin	Fla.	Y	Y	N	N
Myrick	Fla.	Y	Y	N	N
Cantey	Ga.	N	Y	Y	Y
Husbands	Ga.	N	Y	Y	Y
Wright	Ga.	Y	N	N	N
Fujimori	Hawaii	N	Y	N	N
Ducker	Idaho	Y	Y	N	N
Estrop	Ill.	N	Y	Y	Y
Loyd	Ill.	N	Y	Y	Y
Mack	Ill.	N	N	Y	Y
Rich	Ill.	N	Y	Y	Y
Denny	Ind.	N	Y	Y	Y
Hock	Ind.	N	Y	Y	Y
Halliburton	Iowa	N	Y	Y	Y
Mitchell	Iowa	N	Y	Y	Y
Peterson	Kans.	N	Y	N	N
Swanson	Kans.	N	Y	N	N
Nall	Ky.	Y	N	N	N
Pessarelli	Ky.	Y	Y	Y	Y
Kelly	La.	Y	N	N	O
Sanders	Maine	N	Y	N	Y
Jones	Md.	N	Y	Y	Y
Washington	Md.	O	Y	Y	Y
Flanagan	Mass.	O	O	N	N
Gaskins	Mass.	O	O	N	N
Gilmore	Mass.	Y	Y	O	O
Schutt	Mass.	N	Y	N	N
Christian	Mich.	N	Y	Y	Y
Duckworth	Mich.	N	Y	Y	Y
Jackson	Mich.	Y	Y	Y	Y
Kosa	Mich.	N	Y	Y	Y
Safronoff	Mich.	N	Y	Y	Y
Bauermeister	Minn.	N	Y	Y	Y
Holman	Minn.	N	Y	Y	Y
Frelix	Minn.	N	Y	Y	Y
Woods	Miss.	Y	N	N	N
Keeling	Mo.	Y	Y	Y	Y
Johnson	Mont.	N	Y	N	N
Kriha	Nebr.	N	Y	N	N
Conrad	Nev.	Y	Y	N	N
Murphy	N.H.	Y	Y	N	N
Blackburn	N.J.	N	Y	Y	Y
Gibson	N.J.	Y	Y	N	N
Neblett	N.J.	Y	Y	N	N
Parish	N.J.	Y	Y	N	N
Stilwell	N.J.	N	Y	N	N
Smith	N. Mex.	N	Y	N	N
Burke	N.Y.	N	Y	Y	Y
Carden	N.Y.	N	Y	Y	Y
Hedstrom	N.Y.	N	Y	Y	Y
Koblitz	N.Y.	Y	Y	Y	Y
McCaffery	N.Y.	O	O	O	O
Pisa	N.Y.	N	Y	Y	Y
Washington	N.Y.	Y	Y	O	O
Johnson	N.C.	Y	Y	N	N
Jones	N.C.	O	O	O	O
Lewis	N.C.	Y	Y	N	N
Kolsrud	N.D.	Y	Y	N	N
Dickau	Ohio	N	Y	Y	O
McDonald	Ohio	N	Y	Y	Y
Traxler	Ohio	N	Y	O	O
Willcox	Ohio	N	Y	Y	Y
Wilson	Ohio	N	Y	Y	Y
Dyer	Okla.	N	Y	N	N
Fulton	Okla.	N	Y	Y	Y
Harrison	Ore.	N	Y	N	N
Lawrence	Ore.	N	Y	N	N
Jewett	OV	Y	Y	N	N
Burse	Pa.	Y	Y	Y	Y
D'Andrea	Pa.	Y	Y	Y	Y
Farr	Pa.	O	O	Y	Y
Fox	Pa.	Y	Y	Y	Y
Freitag	Pa.	Y	Y	Y	Y
Hackett	Pa.	Y	Y	Y	Y
Velez	P.R.	O	O	O	O
Mello	R.I.	Y	Y	N	Y
Cooper	S.C.	Y	N	O	O
Taylor	S.C.	Y	N	N	N
Horgen	S.D.	N	Y	N	N
Lewis	Tenn.	Y	N	N	N
Pike	Tenn.	Y	N	N	Y
Utley	Tenn.	Y	N	N	Y
Avila	Texas	N	N	N	N
Devers	Texas	N	Y	N	N
Hunt	Texas	N	Y	N	N
Pendergrass	Texas	A	Y	N	N
Reininger	Texas	N	Y	N	N
Stephenson	Texas	N	Y	N	N
Canning	Utah	N	Y	N	N
Chaffee	Vt.	N	Y	N	N
Coffey	Va.	Y	Y	Y	Y
Moody	Va.	N	Y	Y	Y
South	Va.	Y	Y	Y	Y
Armbrust	Wash.	N	Y	Y	Y
Aucutt	Wash.	N	Y	Y	Y
Keeney	W. Va.	N	Y	N	N
Blank	Wis.	N	Y	O	O
Niemeier	Wis.	O	O	O	O
Pyle	Wis.	O	O	O	O
Fitch	Wyo.	N	Y	N	N
Benson (at-large)	Tenn.	Y	N	Y	Y
Sproul (at-large)	Ky.	Y	N	Y	Y
Tate (at-large)	Ga.	O	O	O	O
Bowser	Ex. C.	O	O	O	O
Harrison	Ex. C.	Y	Y	Y	Y
Lipscomb	Ex. C.	N	Y	Y	Y
Marks	Ex. C.	Y	N	Y	Y
Woodard	Ex. C.	N	Y	Y	Y
Wynn	Ex. C.	N	Y	N	N
McGarigal	Ex. C.	N	Y	Y	Y
McGuire	Ex. C.	N	Y	Y	Y
Ryor	Ex. C.	N	Y	Y	Y

Travel and experience casual lifestyles and rich cultures this Christmas 1977.

Hawaii

DEPARTURE DATE: December 23, 1977 (tour thru Dec. 31—West Coast members return in P.M. of preceding day)

TOUR CODES	TOUR HIGHLIGHTS
XPH-1	7 nights in Honolulu at the Parkshore Hotel (superior hotel, standard rooms) located half block from beach—IT6-NW1-TA-1E-MOD
XPH-2	7 nights in Honolulu at the Hyatt Regency Waikiki (deluxe hotel, superior rooms) located across the street from beach—IT6-NW1-TA-1ID-MOD
XPH-3	4 nights in Honolulu at the Sheraton-Waikiki (deluxe hotel, deluxe ocean-view rooms) located on the beach 3 nights on Maui at the Maui Surf Hotel (deluxe hotel, standard rooms) located on the beach—IT6-NW-1-TA-2ID-MOD
XPH-4	4 nights in Honolulu at the Sheraton-Waikiki Hotel (deluxe hotel, deluxe ocean-view rooms) located on the beach 3 nights on Maui at the Inter-Continental Maui Hotel (deluxe hotel, superior rooms) located on the beach—IT6-NW-1-TA-2ID-MOD
XPH-5	4 nights in Honolulu at the Sheraton-Waikiki Hotel (deluxe hotel, deluxe ocean-view rooms) located on the beach. 3 nights on Kauai at the Kauai Surf Hotel (deluxe hotel, superior rooms) located on the beach—IT6-NW-1-TA-2ID-MOD

PRICE INCLUDES

- Roundtrip transportation from any city shown on area chart
- Appropriate in-flight meal and beverage service
- 7 nights hotel accommodations as shown in each tour description, based on shared twin-bedded room
- Baggage tips and porterage for two pieces of luggage
- Traditional flower lei greeting on arrival
- Special half-day city tour of Honolulu (on island of Oahu)
- Services of local tour escorts
- Special orientation briefing
- Complimentary flight bag
- Transportation between airports and hotels
- Iao Valley/Lahaina Tour (for tours which include island of Maui)
- Wailua River Cruise (for tours which include island of Kauai)
- Inter-island air transportation (for tours which include more than one island)

(Note: Price does not include driver/guide/escort tips)

TRANSPORTATION (Based on GIT airfare)
Roundtrip air transportation via Northwest Orient Airlines or other member carrier of IATA or ATC, and connecting carriers where necessary

DEPARTURE CITIES

Area 1
Los Angeles
Portland
San Francisco
Seattle

Area 2
Albuquerque
Anchorage
Billings
Chicago
Dallas/Ft. Worth
Des Moines
Fargo
Kansas City
Milwaukee
Minneapolis
Oklahoma City
Phoenix
St. Louis
St. Paul
Wichita

Area 3
Denver
Indianapolis
Memphis

Area 4
Birmingham
Detroit
Jackson (Miss.)
Mobile

Area 5
Atlanta
Cleveland
Columbus (Ohio)
Louisville
Nashville

Area 6
Charlotte
Jacksonville

Area 7
Buffalo
Charleston (S.C.)
Columbia (S.C.)

Area 8
Baltimore
Harrisburg
Washington (D.C.)

Area 9
Philadelphia

Area 10
Albany
Hartford
Miami
New York

Area 11
Boston

TOUR CODE	AREA 1	AREA 2	AREA 3	AREA 4	AREA 5	AREA 6	AREA 7	AREA 8	AREA 9	AREA 10	AREA 11	SINGLE ROOM SUPPL.	TRIPLE ROOM DEDUCT	CHILD (2-11) DEDUCT
XPH-1	458.00	537.00	577.00	593.00	597.00	607.00	629.00	639.00	644.00	649.00	668.00	94.00	9.00	100.00
XPH-2	539.00	622.00	657.00	669.00	678.00	693.00	707.00	719.00	729.00	734.00	748.00	178.00	9.00	150.00
XPH-3	579.00	663.00	698.00	707.00	723.00	733.00	749.00	759.00	768.00	774.00	788.00	162.00	9.00	150.00
XPH-4	599.00	682.00	707.00	733.00	743.00	753.00	768.00	778.00	788.00	794.00	808.00	171.00	9.00	150.00
XPH-5	575.00	657.00	693.00	707.00	718.00	728.00	744.00	754.00	764.00	768.00	784.00	156.00	9.00	150.00

Legendary London

TOUR CODE	DEPARTURE DATES	DEPARTURE GATE	PRICE*
XRL-1	Dec. 23-31, 1977	New York	$385 + 10%
XRL-2	Dec. 25, 1977-Jan. 1, 1978	New York	$375 + 10%

***PRICE INFORMATION**
Based on affinity charter airfare. Price is per person based on double occupancy. (Single occupancy on XRL-1 $70 or XRL-2 $60 additional). Includes transfers between airport and hotel, half-day city tour, and hotel hospitality desk. Plus 10% tax and service. For Air/Land Breakdown, refer to General Information.

TRANSPORTATION
Round-trip jet transportation via Capitol International Airways, based on affinity charter airfare.

ACCOMMODATIONS
First-class, Kensington Close Hotel, located near fashionable Knightsbridge and Hyde Park.

MEALS
Continental breakfast daily.

TOUR HIGHLIGHTS
Relive the Dickens era. Behold the fascination of Piccadilly Circus, Trafalgar Square, the Mall, and Old Baily. Experience the charms of Hampton Court, Kew Gardens, Windsor, and many other places that suit your fancy. Within London see the changing of the guard, Buckingham Palace, St. James, Westminster Abbey, Parliament, the Admiralty, and Downing Street. Also enjoy the availability of many fine museums, art galleries, and restaurants. Half-day city tour included.

Winter Wonderland

(9 days)

PRICE*	**DEPARTURE GATE**
$475 + 10%	New York
TOUR CODE	**DEPARTURE DATE**
XRW	Dec. 23, 1977-Jan. 1, 1978

***PRICE INFORMATION**
Based on affinity charter airfare. Price is per person, based on double occupancy (Single occupancy $69 additional). Includes transfers between airport and hotel. Plus 10% tax and service does not include U.S. and Swiss departure tax. Space is limited—first come, first served. Final payment due Nov. 1, 1977. After Nov. 1, 1977, reservations must be accompanied by full payment. For Air/Land Breakdown, refer to General Information.

TRANSPORTATION
Round-trip jet transportation via SATA Airlines of Switzerland, based on affinity charter airfare.

ACCOMMODATIONS
First-class accommodations at the Nova Park Hotel in Zurich.

MEALS
Continental breakfast daily; special Christmas dinner; and welcome wine get-together.

TOUR HIGHLIGHTS
Zurich, Switzerland offers you many attractions, including the pleasure of strolling along one of Europe's favorite, most fashionable, and best known shopping streets—the Bahnhofstrasse. Zurich's central location makes possible day visits to Bern, Lucerne, Geneva, Grindelwald, Interlaken, St. Moritz, and Davos.

Russian Winter Festival

"A Charter to Russia"
(8 days)

PRICE*	**DEPARTURE GATE**
$698	New York
TOUR CODE	**DEPARTURE DATE**
XLR	December 23-31, 1977

***PRICE INFORMATION**
Based on affinity charter airfare. Price is per person based on double occupancy (Single occupancy $55 additional if available). Includes transfers and porterage between airports, train stations and hotels (baggage limited to 44 lbs. per person); English speaking guides from Intourist; and NEA Tour Director throughout. For Air/Land Breakdown refer to General Information.

TRANSPORTATION
Round-trip jet transportation via Pan American with a capacity of 180 passengers based on affinity charter airfare.

ACCOMMODATIONS
First-class hotels (Intourist selected) with private bath—3 nights in Moscow; 3 nights in Leningrad; and overnight sleeper between Moscow and Leningrad.

MEALS
Full breakfast, lunch and dinner daily.

TOUR HIGHLIGHTS
Looking for a different kind of adventure? A trip to Russia during the winter is a fascinating and unique one—an experience you'll cherish for a lifetime. A warm coat, fur-lined boots, gloves, scarf and hat are all you need to brave the cold Russian winter, where the warmheartedness of the Russians will delight you. Among the many things on which Russia prides herself, the theatre stands out as one of the greatest, and you will attend three performances. Russia is also rich in culture, arts, music—all pleasantly interwoven to make your holiday memorable. Daily sightseeing to all major points of interest including a full-day trip to Suzdal for a touch of old Russia; troika ride and a gala dinner are included.

Egypt, the Land of the Pharaohs

(8 Nights)

PRICE*	**DEPARTURE GATE**
$998 + 10%	New York
TOUR CODE	**DEPARTURE DATE**
XLPT	Dec. 22-31, 1977

***PRICE INFORMATION**
Based on GIT airfare. Price is per person, based on double occupancy (Single occupancy $150 additional if available). Includes all sightseeing with English speaking guide and entrance fees. Plus 10% tax and service does not include $3.60 government tax at Abu Simbel.

TRANSPORTATION
Round-trip jet transportation via Swissair and Pakistan International Airlines, based on GIT airfare (IT7SR1-M101).

ACCOMMODATIONS
Superior first-class or deluxe hotels with private bath—4 nights in Cairo; 2 nights in Luxor; and 2 nights in Aswan.

MEALS
Continental breakfast and dinner daily.

TOUR HIGHLIGHTS
From time immemorial, Egypt has held a unique fascination for travelers. The romance of the desert nights, the intrigue of Cairo's bustling streets, mosques and bazaars and her mysterious, eternal wonders have held multitudes spellbound. You will be delighted as you visit the Sphinx, the three great Pyramids, and the world famous Egyptian Museum. In Luxor, tour the vast complex of temples on the East and West Banks of the Nile. A real bonus is the motor trip between Luxor and Aswan to visit the temples of EDFU and KO-MOM-BO, seldom visited by tourists. In Aswan you will see one of the greatest engineering feats in the world, the New High Dam. Visit the magnificent temples at Abu Simbel saved from destruction by the Dam. Join NEA on this unforgettable journey into the land of the Pharaohs. The Christmas 1976 trip was sold out rapidly and we had to disappoint many people—so register early.

Ski Fantastic

(1 Week)

PRICE*	**DEPARTURE GATE**
$469 + 15%	New York
TOUR CODE	**DEPARTURE DATE**
XRS	December 23-30, 1977

***PRICE INFORMATION**
Based on GIT airfare. Price is per person, based on double occupancy (Single occupancy $54 additional). Includes transfers between airport and hotel (baggage allowance 44 lbs. per person). Plus 15% tax and service does not include U.S. and foreign departure tax ($6). Space limited—first come, first served.

TRANSPORTATION
Round-trip jet transportation via JAT-Yugoslavian Airlines, based on GIT airfare (IT7JU2NEA2)

ACCOMMODATIONS
First-class hotel. Facilities include indoor swimming pool, sauna, gym, bowling, night club, ski and skate rentals.

MEALS
Breakfast and dinner daily at hotel.

TOUR HIGHLIGHTS
Boasting 9 ski lifts at the world-cup center for the Slalom and Grand Slalom Championships—Kranjska Gora on the Austrian-Yugoslav border. Kranjska Gora is a candidate area for the next world championships and the largest winter sports center in Yugoslavia. A weekly ski lift pass available for $25.00. Optional excursions can be arranged at added cost to such nearby places as Venice, and Postjna Cave.

(Continued on next page)

(Continued from preceding page)

Christmas East African Safari

(16 Days)

PRICE*	**DEPARTURE GATE**
$1,698	New York
TOUR CODE	**DEPARTURE DATE**
XLEA	December 16-31, 1977

***PRICE INFORMATION**
Based on GIT airfare. Price is per person, based on double occupancy. (Single occupancy $135 additional which cannot be guaranteed on safari portion). Includes all service charges, tips and porterage. Nairobi departure tax (approx. $3) and your personal tip to safari driver/guide not included.

TRANSPORTATION
Round-trip jet transportation via Royal Dutch Airlines (KLM) to Nairobi, based on GIT airfare (IT7KL1105ZZ). Transportation on safari portion by mini-bus with photographic hatch.

ACCOMMODATIONS
First-class hotels or lodges with private bath. One overnight at the Mount Kenya Safari Club and Treetops or the Ark.

MEALS
Three meals per day on safari; full American breakfast only in Nairobi.

TOUR HIGHLIGHTS
A two week photographic safari at the most glorious time of the year to be in Kenya and Tanzania. The National Parks and game reserves are a fragment of the world before modern man; no description quite prepares the visitor for the impact. It combines the greatest profusion of animal, bird and plant life to be seen anywhere. The NEA safari roams across the countryside seeking out elephant, lion, rhino, Cape buffalo and leopard (the big five of East Africa); wildebeeste, zebra, giraffe, topi, hippo, baboons, monkeys, jackal, hyena and cheetah are also abundant. En route from the Serengeti to Ngorongoro, visit Olduvai Gorge, site of the Leakeys' prehistoric finds. Visit to Mayer's Ranch and Masai village outside Nairobi. Detailed outline available upon request. Tsavo National Park will be substituted should the Tanzanian border not be re-opened.

Moroccan Holiday

(8 days)

PRICE*	**DEPARTURE GATE**
$698	New York
TOUR CODE	**DEPARTURE DATE**
XLM	December 23-31, 1977

***PRICE INFORMATION**
Based on group affinity airfare. Price is per person based on double occupancy (Single occupancy $45 additional if available). Includes entrance fees, baggage handling, all service charges and taxes, English speaking Moroccan National Guide throughout.

TRANSPORTATION
Round-trip jet transportation via Royal Air Maroc, based on group affinity airfare.

ACCOMMODATIONS
Seven nights at 5-star hotels (deluxe category)—3 nights in Marrakech; 2 nights in Fes; and 2 nights in Rabat.

MEALS
Continental breakfast daily; five dinners and two lunches.

TOUR HIGHLIGHTS
An unusual, stimulating holiday awaits you in the mystic and imperial cities of Morocco. Morocco is a land of great natural beauty, rich in architecture and the decorative arts. It is an excursion into history which began with the Berbers, then the Phoenicians, the Romans, the Arabs, then the Europeans who settled in North Africa in the 1800's. You'll be enchanted with the souks, the snake charmers, water-sellers, medinas and minareted mosques, and the veiled women. Included in your tour will be scheduled sightseeing in Marrakech (full day); full day in Fes, half-day in Rabat plus visits to Volubilis and Meknes enroute.

Christmas in the Holy Land

(8 Nights)

PRICE*	**DEPARTURE GATE**
$975 + 10%	New York
TOUR CODE	**DEPARTURE DATE**
XHL7	December 22-31, 1977

***PRICE INFORMATION**
Based on GIT airfare. Price is per person, based on double occupancy (Single occupancy $90 additional if available). Includes transfers and porterage (baggage limited to 44 lbs. per person), and sightseeing as outlined in "Tour Highlights" with English speaking guide. Plus 10% tax and service does not include $4 Israeli departure tax.

TRANSPORTATION
Round-trip jet transportation via British Airways and Royal Jordanian Airlines, based on GIT airfare (IT7BA1-H016).

ACCOMMODATIONS
First-class to superior first-class hotels with private bath—6 nights in Israel and 2 nights in Amman.

MEALS
Continental breakfast and dinner daily.

TOUR HIGHLIGHTS
To be in Jerusalem at Christmas is a memorable experience for all travelers; every moment is a highlight. You'll attend the colorful and historic Christmas Eve procession, and drive across the Shepherd's Fields to Bethlehem. Every effort will be made to secure tickets to the Basilica for those wishing to attend midnight mass. Jerusalem sightseeing will include the Dome of the Rock, Al-Aqsa Mosque, Western Wall, Mt. Scopus, Mt. of Olives, Garden of Gethsemane, Mt. Zion, David's Tomb, Israeli Museum, Dead Sea Scrolls Exhibition, Ein Karem, the birthplace of St. John the Baptist and much more. Two days will be spent exploring Nazareth, Galilee, Jaffa and Jericho. Then cross the Allenby Bridge to Amman. After the border formalities are completed, drive to the magnificent Greco-Roman ruins at Jerash, then to your hotel in Amman. December 30 will be a full-day tour to Petra. A drive to Wadi Mousa, then on horseback through the Ravine to the Nabataean city of Petra, with its pink rock-hewn ancient palaces, tombs, temples, stairs, streets, Treasury building, Monastery and Sacrificial High Place.

(Continued next column.)

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

PRICES INCLUDE: Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; certain taxes.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE: Porterage of one medium-sized suitcase (two for Hawaii tours) per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

ELIGIBILITY. *Affinity Charter Airfares*: Tours coded XLR, XRL-1, XRL-2 and XRW are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in members' household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

ELIGIBILITY. *Affinity Group Airfares:* Tours/flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside at the member's home address) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.

ELIGIBILITY. *GIT Airfare:* Tours with prices described as "Based on GIT airfare" are based on use of the Group Inclusive Tour basing airfare which is available to 10 or more persons traveling together throughout. GIT fare tours are open to NEA members, their relatives and friends.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On affinity charter tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $25 fee, only if an eligible replacement is provided by the cancelling party; on GIT tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations; on group affinity tours, cancellations received 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 35 to 16 days before departure unless a replacement is found; for cancellations received 15 days or less before departure a $100 penalty per person will be assessed, with or without a substitute.

AFFINITY CHARTER AIRFARES. Air/Land Breakdown:

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND	TOTAL COST
XLR	Pan Am	B707	180	$376.69	$321.31	$698.00
XRL-1	Cap. Awy.	DC-8	252	$329.00	$ 94.50	$423.50
XRL-2	Cap. Awy.	DC-8	252	$329.00	$ 83.50	$412.50
XRW	SATA	DC-8	252	$349.00	$173.50	$522.50

The airfare portion of affinity charters is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

UNIFIED LOCAL STATE NATIONAL SPECIAL SERVICES

NEA ...We're listening.

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL

R 9-77

Send application and deposit to: NEA Educational Travel — Room 402E
1201 16th Street, N.W.
Washington, D.C. 20036

Deposit of $200 per person is required for all tours.
Make check payable to: NEA Educational Travel.
There is a $25 per person nonrefundable cancellation fee on all reservations cancelled.

Please reserve__________spaces on__________ (tour code)
departing on__________ (date) from__________ (city)

Deposit of $__________is enclosed.
Seating preference ☐ Smoking ☐ Non-smoking

NAME__________
(Give names and addresses of additional persons on a separate sheet)
ADDRESS__________
CITY__________STATE______ZIP______
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nea reporter

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Washington, D.C.

Schooling the Handicapped

How the Law Will Affect You

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Public Education for All Disabled Children

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NEA Convention Session on the Handicapped

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NEA Fights for Human Rights at World Teacher Conference

Leading the 39-member U.S. delegation to the WCOTP conference were NEA's three top officers, (left to right) President John Ryor, Vice-President Willard McGuire, and Secretary-Treasurer John T. McGarigal.

NEA President John Ryor presents the 1977 Peace Trophy Award to the racially embattled African Teachers Association of South Africa at the WCOTP conference in Nigeria this summer. Accepting the award is H. H. Dlamlenze, ATASA president.

LAGOS, NIGERIA—NEA played a key role in backing human rights during the 26th annual meeting of the World Confederation of Organizations of the Teaching Profession (WCOTP).

In presenting NEA's 1977 Peace Trophy Award to the (black) African Teachers Association of South Africa, NEA President John Ryor praised ATASA as "a teacher organization that through almost insurmountable odds has struggled for justice, for peace, and for dignity for all people. It is engaged in a massive battle for ending racial discrimination in its most insidious form."

ATASA's offices were burned in 1976 when 600,000 blacks rioted in reaction to the white government's educational policies.

ATASA officials told WCOTP members that the South African government spends the equivalent of $533 on every white child's education, but only $46 on a black child, with no compulsory schooling required of blacks.

In other resolutions, WCOTP participants from 49 countries condemned not only apartheid in South Africa but also expressed "their continuing concern at the denial of human and trade union rights in Chile."

In addition, assembly members re-affirmed their "total commitment to work for the establishment of a single international organization which will bring together all teachers throughout the world." NEA secretary-treasurer John McGarigal served on the resolutions committee.

NEA President Ryor was re-elected to his second two-year term on WCOTP's nine-member executive committee.

Ryor, NEA Vice-President Willard McGuire, and other delegates from the United States actively promoted the concept that without respect for human rights, compulsory education—this year's WCOTP theme—cannot be fully realized.

WCOTP President Wilhelm Ebert of West Germany told the delegates that "teachers have managed by grace of their profession to retain an unusually high regard for human worth."

Number of Teacher Strikes Lower Than in 1976

WASHINGTON, D.C.—The number of teacher strikes reported in early fall 1977 was lower than a year ago, though many contracts remained unsettled as of mid-September. A total of 62 walkouts was identified here as of September 15.

Some of the toughest and most unusual strikes occurred in small districts. From Hopkinton, R.I., for example came the first reported instance of a strike over how "mainstreaming"—including handicapped children in regular classrooms—is handled. The 50 teachers in NEA's affiliate there were pressing for reductions in class size according to the number of handicapped children brought in, so that all students, handicapped and non-handicapped, could receive adequate attention. Their proposal was upheld by an arbitrator but rejected by the school board.

Of the 62 strikes, 47 were by NEA affiliates, 12 by AFT, and 3 by AAUP. More than half of these—33—were still in progress as of September 15. These included 10 NEA strikes in Pennsylvania, 3 each in Michigan and Ohio, 2 in Illinois, and one each in California, New Jersey, Rhode Island, and Washington State.

The largest strikes reported were by NEA affiliates in Flint, Mich. (1,760 teachers affecting 42,000 students) and in Mt. Diablo Unified School District near Oakland, Calif. (1,900 teachers and 41,000 students).

Most-often-mentioned issues in the strikes were for the most part similar to previous years: class size, provisions to prevent or control reductions in force, salary and fringe benefits, and discipline.

All in all, however, reports as of mid-September indicated one of the quietest strike pictures in some years. In most cases, bargaining is working as it should, as teachers become increasingly sophisticated at the table and as school boards acknowledge that bargaining is here to stay. Teachers are aware that most boards are no longer panicked by strikes and in fact will try to provoke strikes in order to save money and arouse community sentiment against teachers. Teachers aren't letting this happen and are using the strike only when it appears to be the only way left to win their educational and professional priorities.

nea reporter

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Comment on Declining SAT Scores

NEA Again Says: Get Rid of Standardized Tests

NEA President John Ryor issued this statement following a report of the College Entrance Examination Board dealing with declining SAT scores:

"The National Education Association believes that standardized tests like the Scholastic Aptitude Test are wasteful, inadequate, and destructive. The August 23, 1977, report by the Advisory Panel of the College Entrance Examination Board serves to strengthen that belief.

"The Board's Advisory Committee noted that societal changes over recent years have affected schools and students. Society has changed, values and patterns of living have changed, and school programs have changed. Ironically, the SATs have not significantly changed in 16 years—they are, therefore, busily measuring what used to be but no longer exists in terms of education. Yet the Advisory Panel continues to defend the tests as valid predictors of student performance in the first year of post-secondary education.

"Tests Don't Serve"

"Tests of this kind don't serve students, parents, or teachers; they do not measure what is being taught and what is happening to our students. They ought to be dispensed with, once and for all.

"The Advisory Panel's report is useful in that it avoids the simplistic tendency to seek scapegoats among educators and students. NEA is disturbed, however, that the panel continues to hold up the tests as valid learning measures. They are not. NEA continues to urge a moratorium on standardized tests in general because the tests are misleading at best and provide misinformation to students, parents, teachers, and the general public. In fact, they may actually interfere with the attention that should be given by educators and the public to problems facing today's students as they attempt to cope with contemporary society.

"We think it is important to measure what students know—but standardized tests are not the answer. The NEA's Task Force on Testing has recommended that alternatives to standardized tests be developed. The task force report, 'Alternatives to Standardized Testing,' is a result of a three-year nationwide study that was recently released by NEA's Division of Instruction and Professional Development. Some of the suggestions in the report include contracts with students, teacher-made tests, student self and peer evaluation, parent-teacher conferences, objectives-referenced (criterion-referenced) tests, and individual diagnostic tests."

NEA President John Ryor

"We think it is important to measure what students know—but standardized tests are not the answer."

NEA Takes Stand in Bakke "Reverse Bias" Case

WASHINGTON, D.C.—NEA and 20 other national organizations have joined forces to file an amicus curiae (friend of the court) brief with the U.S. Supreme Court in support of a special admissions program for minority students at the University of California Medical School at Davis.

The Davis program, which sets aside for minority-group members 16 places in the entering class of 100, is being challenged as "reverse discrimination" and a violation of "equal protection of the laws" by Allan Bakke, a white engineer who was twice denied admission to the medical school. Bakke's grades, test scores, and credentials were superior to those of some minority applicants who were accepted. The California supreme court agreed with Bakke, 6-1, that the special admissions program was unconstitutional.

The university appealed this decision to the U.S. Supreme Court, which is scheduled to hear oral arguments this month. The *Bakke* decision is expected to be a landmark ruling on the legality of "affirmative action" programs—perhaps one of the high court's most important racial rulings since the 1954 *Brown* school desegregation decision.

The brief filed by NEA and other organizations argues that for the Supreme Court to affirm the state supreme court's decision in favor of Bakke "would constitute a serious setback to this nation's efforts to include minority group members among those who receive a professional education, and to increase thereby the availability of desperately needed services in minority communities."

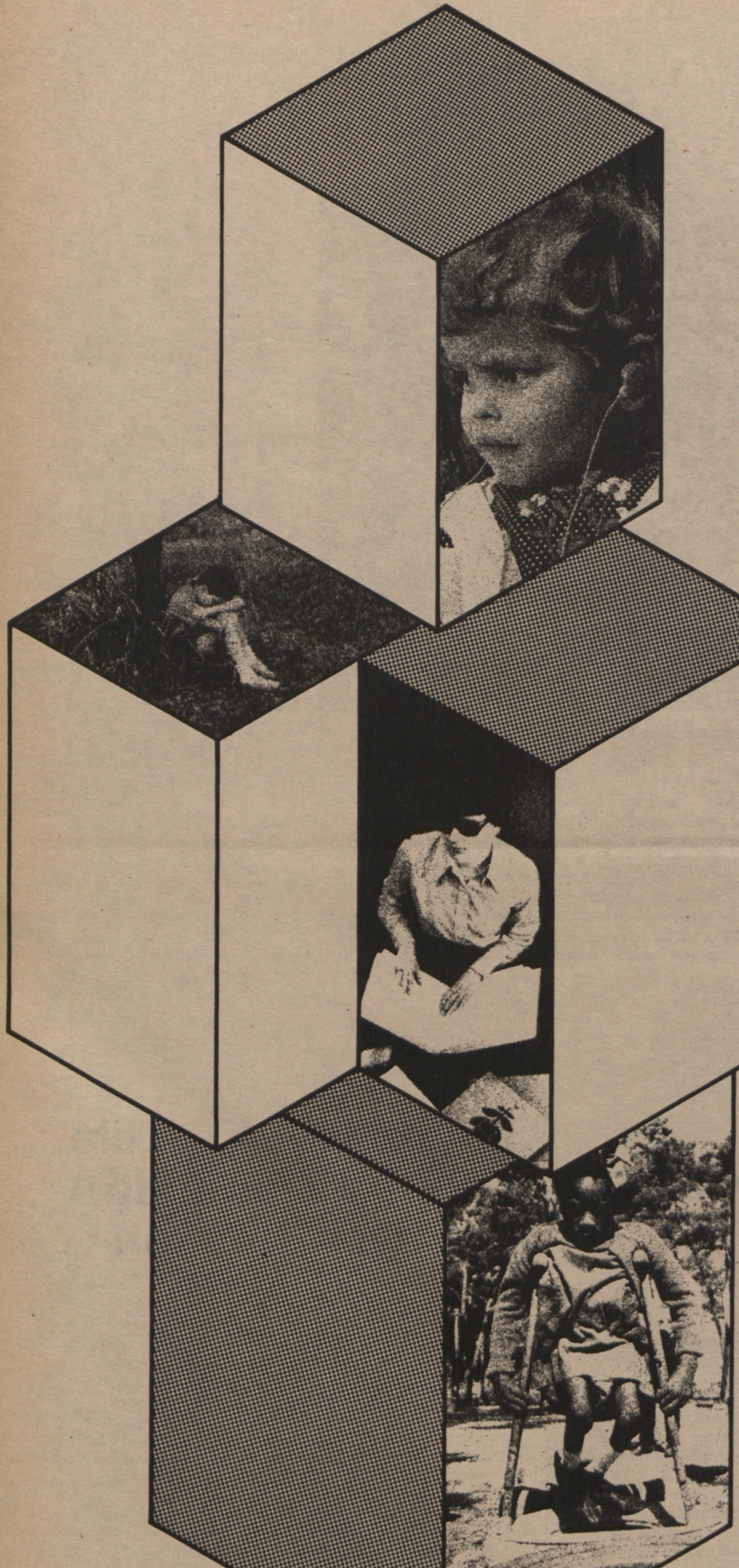
Joining NEA in the brief are the United Mine Workers, the United Auto Workers, the National Organization for Women, the National Council of Churches, the American Federation of State, County, and Municipal Employees, and a variety of civil rights organizations.

Clothing and Textile Workers Thank NEA for Boycott Action

NEW YORK, N.Y.—Murray H. Finley, president of the Amalgamated Clothing and Textile Workers Union, has sent a letter of thanks to NEA for its support of the J. P. Stevens Company boycott.

In a letter to NEA President John Ryor, Finley expressed "our appreciation on passage at your recent convention of new business item 7 in support of the national boycott against J. P. Stevens Company. We are aware of specific activities on behalf of our efforts in Wisconsin and Ohio and, we assume elsewhere, which we greatly appreciate."

The NEA action, voted by the Representative Assembly at the July meeting, says: "Because of the unlawful efforts of the J. P. Stevens Company to prevent the unionization of its workers, because of its discriminatory hiring and advancement practices with regard to women and minorities, and because of its blatant disregard for the health and safety of its workers, the 1977 NEA Representative Assembly calls upon all teachers to support the J. P. Stevens boycott. Further, the Representative Assembly calls upon the NEA to organize support for the boycott among its affiliates."



Schooling the
New Law
Public
Disabled

The Education of All Handicapped Children Act (PL 94-142) now in effect will change the way disabled children are schooled in this nation.

Basically, the act requires that all handicapped children be identified and provided a free public education in the least restrictive environment possible.

This does not mean that all disabled children will suddenly be "mainstreamed" into public classrooms.

But it does mean that a large number of children who currently receive no or inadequate education will start appearing in public classrooms.

Teachers should start preparing to deal with youngsters who may require more attention or alternative methods of teaching.

The act, passed in 1975, and the final regulations implementing it are both complex, but as a result of the efforts of NEA and its affiliates, the final regulations, issued August 23, have been significantly improved.

They now specify that teachers cannot be held personally accountable if handicapped children fail to achieve the growth projected under their "individualized education plans," and provide more in-service training opportunities for teachers.

For an in-depth look at what the law means for teachers, NEA Teacher Rights is doing special studies in school districts in Iowa, Georgia, and California during the first three months after the law goes into effect to get some idea of what teachers and students really experience, of what is workable and not workable.

These studies are especially important since the Office of Education acknowledges that the regulations may need further revision.

The greatest stumbling block now, as NEA has strongly warned, is the law's severely inadequate funding level. "On paper, this is a good and just law which the NEA wholeheartedly supports," NEA Executive Director Terry Herndon has pointed out. "Our greatest concern is the five percent first-year authorization."

The formula basically gives districts federal funds amounting to five percent of what the school district spends per pupil in local and state funds.

Using the national average per-pupil expenditure of $1,350 as an example, Herndon stresses that "the five percent that would be added on for each handicapped child comes to less than $70. I submit that $70 is going to provide blessed little in the

Handicapped

Requires Free Education for All Children

way of specialized educational services."

Therefore, NEA is also continuing to lobby for adjustments in the law's funding formula so that the 40 percent add-on envisioned eventually takes effect right away.

NEA has also emphasized that handicapped children must not be "mainstreamed" into regular classes on a wholesale basis since that would be detrimental not only to the handicapped but to all children in the class. The answer lies in smaller classes and more specialized personnel.

While there has been widespread talk that the law would mandate this kind of wholesale mainstreaming, the regulations themselves contradict this. Certainly, they require that handicapped children be educated in the least restrictive environment possible and "to the maximum extent appropriate . . . with children who are not handicapped." The key word is "appropriate."

Some children's needs simply cannot be met through full-time placement in regular classes, and alternatives cited include: special classes, special schools, home instruction, and instruction in hospitals and institutions.

The needs of other children also must be considered, note the regulations: ". . . It should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore, regular placement would not be appropriate for his or her needs."

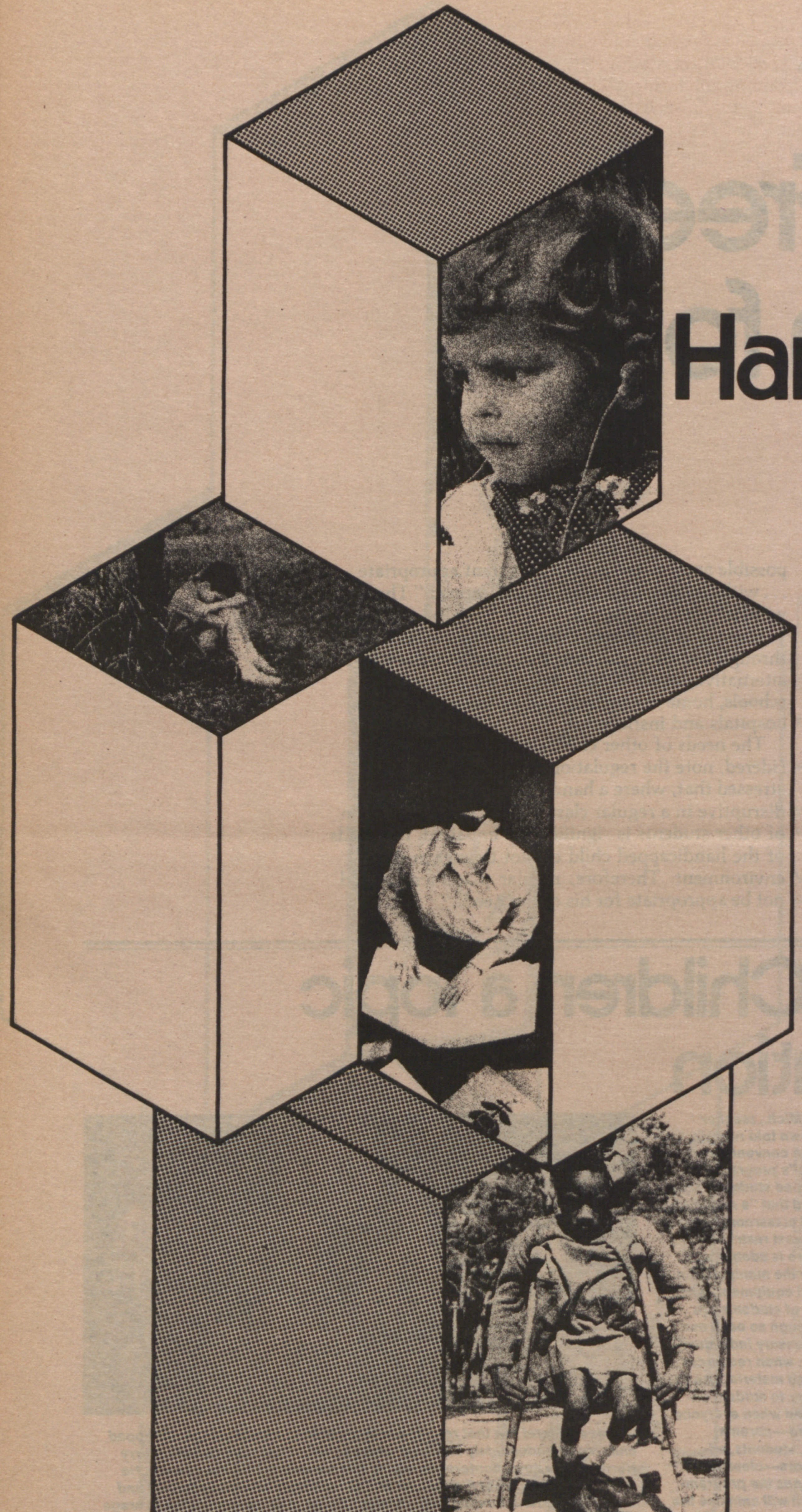
Handicapped Children a Topic at NEA Convention

A LITTLE BETTER WORLD BEGINS WITH ME!

Lansing, Mich., teacher Betty Brown told reporters at the NEA convention of her school's program for handicapped students. She concluded that "a mainstreamed classroom can only be 'least restrictive' when there is adequate space for the manipulation of special equipment; when numbers of students are small enough so each can have necessary individual attention; when resources, human and material, are in place prior to student entrance; and when everyone concerned—parents, teachers, students, administrators—clearly understands the program and how it will enhance the learning of every child."

The new federal law that requires schools to help educate all handicapped children is inadequately financed, charged NEA Executive Director Terry Herndon at a news conference during last summer's NEA convention. He called the financing of Public Law 94-142 "arbitrary and inadequate," and urged that federal funding to the states "be set at 40 percent of the average national per pupil expenditure" starting this fall. Joining Herndon at the news conference were, from left, Min Koblitz, fourth grade teacher, Scarsdale, N.Y.; Laura Fountain, teacher of the educable mentally retarded in South Bend, Ind.; and Betty Brown, fifth grade teacher in Lansing, Mich.

How the Affect A Guide to Handicapped



What types of handicapped children might I be teaching?

According to the broad definition in the regulations, a handicapped child includes one who is "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multihandicapped," or who has specific learning disabilities.

When can I expect handicapped children in my classroom?

By next fall. Each state must see that every handicapped child between 3 and 18 receives "free appropriate education" by September 1, 1978. By 1980, the law will cover handicapped children through age 21.

However, if the state does not furnish free education to nonhandicapped children 3 through 5, or 18 through 21, then it is not obligated to provide it for handicapped children.

What must be done this year?

Each state must identify, locate, and evaluate all handicapped children from birth through age 21, whether they are currently in school or not, by September 1, 1978.

By then schools must have developed an individualized education plan for each child between 3 and 18 whose evaluation show he or she needs special education.

States are required to identify pre-school-age children so that they can plan to serve them within the next few years.

What is an individualized education program?

Basically, it is simply a written diagnosis of the handicapped child's current situation and projected educational goals.

It should include: a) a statement of the child's present levels of educational performance; b) a statement of annual goals, including short-term instructional objectives; c) a statement of the specific education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs; d) projected dates for initiation of services and anticipated duration; and e) appropriate procedures for at least annual assessment.

The child must be re-evaluated and a new program written each year.

Who develops this individualized program?

The child's teacher, among others. In addition, a school representative who is qualified to provide or to supervise special education, the child's parents, the child "where appropriate," and other people "at the

Law Will
You:
the New
Act

discretion of the parent or agency" will decide how and where the child can best learn.

The regulations explain that the child's teacher could be the child's special education teacher. If a child has a speech impairment, states the regulations, "the 'teacher' could be the speech-language pathologist." Either the teacher or the school administration representative "should be qualified in the area of the child's suspected disability."

What if the child needs services that are not yet available?

Initially, the proposals would have required a statement of what the child needed—whether or not such services were available. However, due to the strong protests of NEA, the child's individualized program must now list only the services that can be reasonably provided.

Can I be held responsible if a handicapped child in my class fails to make as much progress as projected in his or her individual program?

No more than for any other child. Neither teachers nor the school system can be "held accountable if a child does not achieve the growth projected in the annual goals and objectives," state the regulations.

This section was added after NEA objected that parents or others might think the individual plan was a guarantee of progress.

Teachers are still required to make a good faith effort to help handicapped children achieve their goals. And parents still have a right to complain if they feel these efforts are not being made.

What children get top priority?

Handicapped children who are not now receiving any education (and who are in the age groups for which the state now provides free public education) must be given first priority.

Second priority goes to those having "the most severe handicaps who are receiving an inadequate education."

After September 1, 1978, there theoretically shouldn't be any first priority children—that is, children who aren't receiving any education at all—because the state, in order to receive federal funds, must make sure that all handicapped children get a free education by that date.

Is training available to help teachers deal with handicapped children?

Each state educational agency must come up with an annual review of training needed to carry out the law. Groups which need this training must also be identified and might include regular classroom teachers, special education teachers, administrators, psychologists, therapeutic recreation specialists, parents, and volunteers.

Although teacher organizations are not specifically named in the regulations, they should participate in developing, reviewing, and annually updating the training and hiring of teachers to deal with handicapped children in the public schools.

What role will collective bargaining play in the additional duties required of teachers?

The regulations do not deal with additional compensation or substitute pay for teachers who must attend individualized education meetings, often after school at a time convenient to parents. Nor do they provide funds for aides or suggest smaller classes.

"In some instances, especially in urbanized and highly unionized areas, collective bargaining agreements may have to be renegotiated to cover employee participation in IEPs [individualized education programs]. It would be inappropriate and beyond the scope of the Commissioner's authority to prescribe how this requirement must be met," comments the Office of Education.

Is the Education for All Handicapped Children Act the only law in this area which applies to schools?

No, there is another, more general law which has been coordinated with the Act. Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112), administered by the Secretary of Health, Education, and Welfare, is a general civil rights bill forbidding discrimination against handicapped individuals in either education or employment. It also requires that classes be made accessible to handicapped students, in some instances by making structural changes, such as installing ramps or elevators.

What materials does NEA have on teaching handicapped children?

NEA's Instruction and Professional Development section has developed an 18-minute filmstrip, "Teachers and the Education of All Handicapped Students," with a written guide. It explains the basic requirements of the law and is available through UniServ representatives and state IPD staff.

In addition, the following materials are available with payment from the NEA Order Department, Academic Bldg., Saw Mill Road, West Haven, CT 06516:

- Mainstreaming. With Special Emphasis on The Educable Mentally Retarded. (1800-1-0D) $4.00.
- The Educable Mentally Retarded Student in the Secondary School. (1033-7-1D). 75¢
- Mainstreaming. What Teachers Say Series. Four cassette tapes with printed overview and discussion questions. (2000-6-0D). $15.

NEA Journal to Feature Learning Disabilities

Today's Education, the NEA journal, will present a special 20-page feature in the November-December issue on one type of handicap: learning disabilities. Articles will include the story of a rambunctious six-year-old with learning disabilities, and how his teacher coped; how an eighth-grade English teacher reaches her adolescent students; a look at what learning disabilities include; suggestions for in-service education for teachers working with the handicapped for the first time; and a discussion about how the Education for All Handicapped Children Act will affect teachers.

NEA Resolution on Schooling the Handicapped

77-33. Education for All Handicapped Children

The National Education Association supports a free appropriate public education for all handicapped students in a least restrictive environment which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively,

a. A favorable learning experience must be created both for handicapped and nonhandicapped students.
b. Regular and special education teachers and administrators must share equally in planning and implementation for the disabled.
c. All staff should be adequately prepared for their roles through in-service training and retraining.
d. All students should be adequately prepared for the program.
e. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.
f. The classroom teacher(s) should have an appeal procedure regarding the implementation of the program, especially in terms of student placement.
g. Modifications should be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of the program.
h. There must be a systematic evaluation and reporting of program developments using a plan which recognizes individual differences.
i. Adequate funding must be provided and then used exclusively for this program.
j. The classroom teacher(s) must have a major role in determining individual educational programs and should become members of school assessment teams.
k. Adequate released time must be made available for teachers so that they can carry out the increased demands upon them.
l. Staff reduction will not result from implementation of the program.
m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.
n. Communication among all involved parties is essential to the success of the program.

NEA Presses for Department of Education

Thousands of T
Writ
Jimmy

NEA's drive for a Cabinet-level Department of Education continues in full swing. Thousands of teachers from every state are sending personal letters and wires to the White House, asking President Jimmy Carter to keep his campaign pledge to establish a separate education agency.

This spearhead effort now has been reinforced by NEA's formation of a prestigious Citizens Committee for a Cabinet Department of Education.

The Citizens Committee is chaired by Will Davis, president of the National School Boards Association; Grace Baisinger, president of the National Congress of Parents and Teachers; and James Farmer, executive director of the Coalition of American Public Employees. Its members include well-known public and private citizens representing teachers, labor unions, industry, civil rights organizations, and the media. Also serving on the Committee are state governors, mayors, members of Congress, and former HEW officials (see list at right).

The Citizens Committee's tasks include testifying on pending legislation to create the new federal agency and meeting with President Carter and other top federal officials to solidify support for the Cabinet Department.

Meanwhile, in Washington, D.C., the Senate Governmental Affairs Committee scheduled three days of hearings in September on the major bills to create a separate Education Department. In addition to representatives of the Citizens Committee, the Senate panel received testimony from NEA President John Ryor and from top officers of other major educational organizations, members of Congress interested in the legislation, and Administration officials.

Sen. Abraham A. Ribicoff (D-Conn.), chairman of the Governmental Affairs Committee, is the principal sponsor of the legislation in the Senate. His bill, S 991, already has the support of 53 cosponsors.

NEA President John Ryor commended the many thousands of teachers who have written personal letters to the White House, saying:

"The start of hearings in the Senate is a major forward step, but it remains for us, the teachers, to carry our full share of the burden—to let the President know that the united teaching profession is putting the creation of a Cabinet Department of Education forward as a top priority. That means getting a blizzard of letters to the White House. I ask every NEA member who has not contacted President Carter to do so now."

"I have spent twenty-three years in education, eleven as a secondary teacher and twelve as a college instructor, and I believe that there is a need for an agency that would be totally responsible to the needs of the educational community."
—Alfred Tamayo, Dickinson, N.D.

"As the mother of two teachers, I am asking you to help get a cabinet level Dept. of Education created."
—Mabel Pieratt, Grayson, Ky.

"Please do not fail those of us who supported you believing your promise to establish a separate Department of Education."
—Sharon Walters, Dayton, Ohio

WHERE TO SEND YOUR LETTER OR WIRE

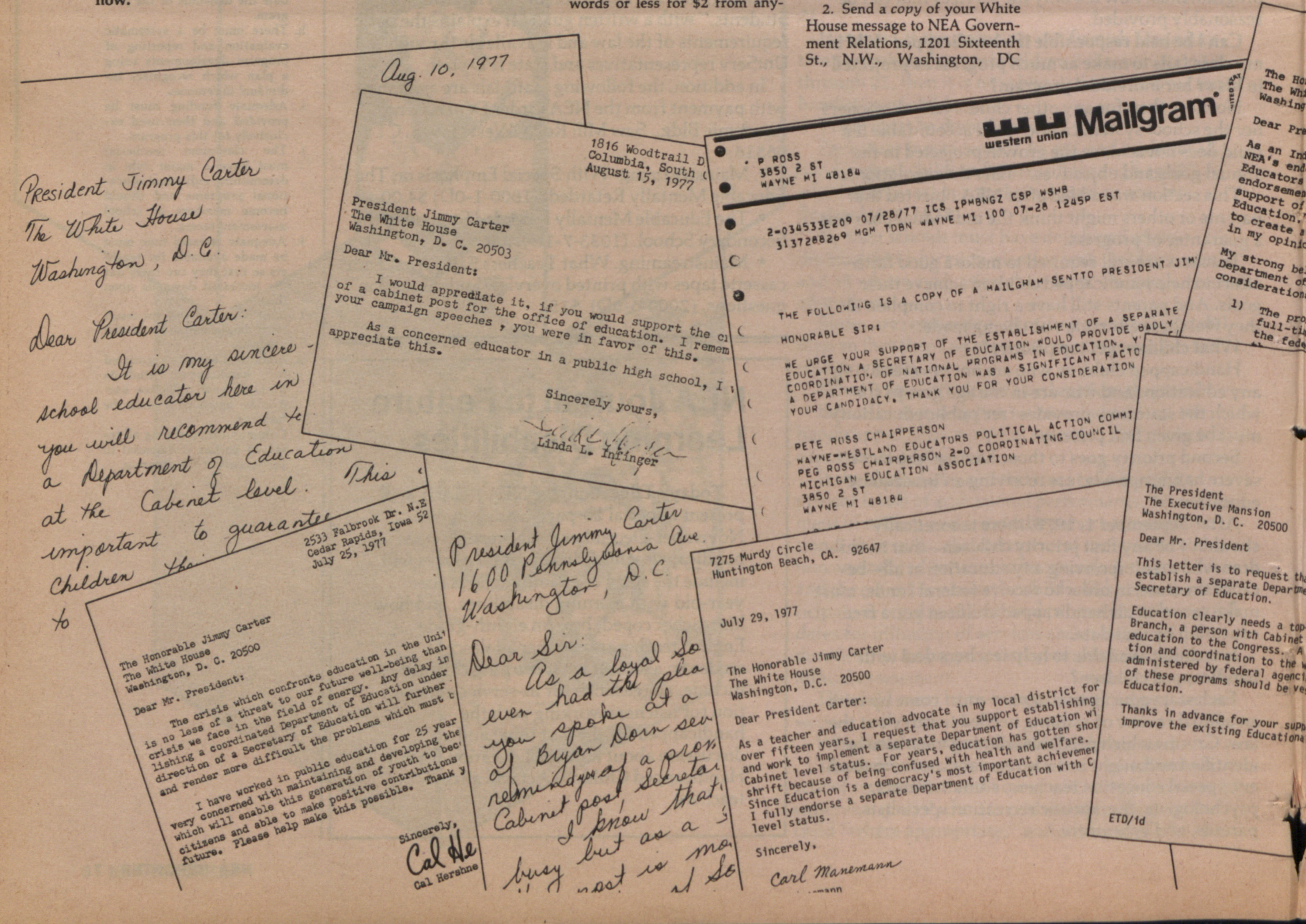
Letters and wires should be addressed:

The Honorable Jimmy Carter
The White House
Washington, DC 20500

(Western Union will send a Mailgram of 100 words or less anywhere in the continental U.S. for $2.75. Mailgrams look like telegrams and are delivered about 24 hours after sent. Western Union will also send a Personal Opinion Message of 15 words or less for $2 from anywhere in the continental U.S. P.O.M.'s are handled as telegrams and will be wired immediately to the White House.)

WHAT ELSE CAN YOU DO?

1. Ask your family and friends to send a letter or wire to the President. Numbers count—the President may not read every message, but he will be told how many are received.
2. Send a *copy* of your White House message to NEA Government Relations, 1201 Sixteenth St., N.W., Washington, DC 20036. It will help NEA lobbyists in their efforts to promote a Cabinet-level position.
3. Send a copy of your message—or write a similar message—to your local newspaper. Let citizens in your community know teachers care about this way of improving the schools.



Aug. 10, 1977

President Jimmy Carter
The White House
Washington, D.C.

Dear President Carter:
It is my sincere -
school educator here in
you will recommend to
a Department of Education
at the Cabenet level. This
important to guarantee
Children the
to

1816 Woodtrail D
Columbia, South (
August 15, 1977

President Jimmy Carter
The White House
Washington, D. C. 20503

Dear Mr. President:

I would appreciate it, if you would support the c
of a cabinet post for the office of education. I remem
your campaign speeches , you were in favor of this.

As a concerned educator in a public high school, I
appreciate this.

Sincerely yours,

Linda L. Infinger

Mailgram
western union

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THE FOLLOWING IS A COPY OF A MAILGRAM SENTTO PRESIDENT JIM

HONORABLE SIR:

WE URGE YOUR SUPPORT OF THE ESTABLISHMENT OF A SEPARATE
EDUCATION A SECRETARY OF EDUCATION WOULD PROVIDE BADLY
COORDINATION OF NATIONAL PROGRAMS IN EDUCATION. Y
A DEPARTMENT OF EDUCATION WAS A SIGNIFICANT FACTO
YOUR CANDIDACY. THANK YOU FOR YOUR CONSIDERATION

PETE ROSS CHAIRPERSON
WAYNE-WESTLAND EDUCATORS POLITICAL ACTION COMMI
PEG ROSS CHAIRPERSON 2-D COORDINATING COUNCIL
MICHIGAN EDUCATION ASSOCIATION
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WAYNE MI 48184

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2533 Falbrook Dr. N.E
Cedar Rapids, Iowa 52
July 25, 1977

The Honorable Jimmy Carter
The White House
Washington, D. C. 20500

Dear Mr. President:

The crisis which confronts education in the Uni
is no less of a threat to our future well-being than
crisis we face in the field of energy. Any delay in
lishing a coordinated Department of Education under
direction of a Secretary of Education will further
and render more difficult the problems which must t

I have worked in public education for 25 year
very concerned with maintaining and developing the
which will enable this generation of youth to bec
citizens and able to make positive contributions
future. Please help make this possible. Thank y

Sincerely,

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President Jimmy Carter
1600 Pennsylvania Ave.
Washington, D.C

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7275 Murdy Circle
Huntington Beach, CA. 92647

July 29, 1977

The Honorable Jimmy Carter
The White House
Washington, D.C. 20500

Dear President Carter:

As a teacher and education advocate in my local district for
over fifteen years, I request that you support establishing
and work to implement a separate Department of Education wi
Cabinet level status. For years, education has gotten shor
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Since Education is a democracy's most important achievemer
I fully endorse a separate Department of Education with C
level status.

Sincerely,

Carl Manemann

The President
The Executive Mansion
Washington, D. C. 20500

Dear Mr. President

This letter is to request th
establish a separate Departme
Secretary of Education.

Education clearly needs a top
Branch, a person with Cabinet
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administered by federal agenci
of these programs should be ve
Education.

Thanks in advance for your supp
improve the existing Educationa

ETD/id

NEA Presses for Department of Education

Thousands of Teachers Write to Jimmy Carter

"A Secretary of Education in your cabinet would give coordination and direction to the educational activities administered by federal agencies."
—James Michael Parker, Carlsbad, Calif.

"I have spent twenty-three years in education, eleven as a secondary teacher and twelve as a college instructor, and I believe that there is a need for an agency that would be totally responsible to the needs of the educational community."
—Alfred Tamayo, Dickinson, N.D.

"As the mother of two teachers, I am asking you to help get a cabinet level Dept. of Education created."
—Mabel Pieratt, Grayson, Ky.

"One of the objectives most teachers have had for a long time is to have the various educational activities of the federal government gathered up into one agency and to have that agency headed by a Cabinet-rank person."
—Elbert J. Rackow, Stevens Point, Wisc.

"Please do not fail those of us who supported you believing your promise to establish a separate Department of Education."
—Sharon Walters, Dayton, Ohio

"As a teacher in the Tift County School System, Tifton, Georgia, I would like to encourage you to establish a cabinet level department of education as you promised the education community prior to your election."
—Mrs. Ralph F. Simpson, Tifton, Ga.

"The very existence of our country depends upon an educational system which leads pupils to understand what it means to be a self-governing citizen of a self-governing political community. A Cabinet Department will focus attention upon the importance of education."
—Marie Peterson, Monument, Kansas

WHERE TO SEND YOUR LETTER OR WIRE

Letters and wires should be addressed:
The Honorable Jimmy Carter
The White House
Washington, DC 20500

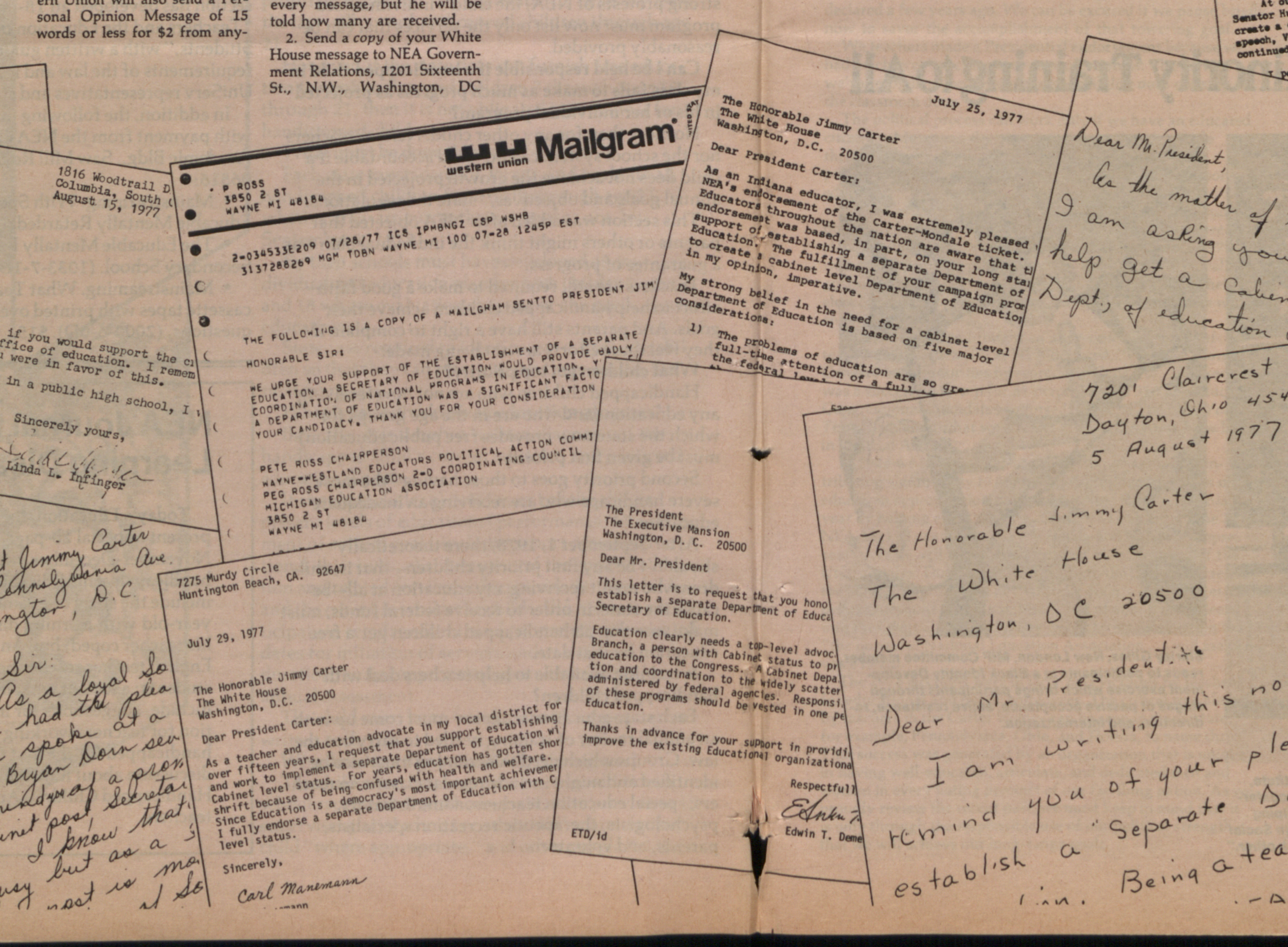
(Western Union will send a Mailgram of 100 words or less anywhere in the continental U.S. for $2.75. Mailgrams look like telegrams and are delivered about 24 hours after sent. Western Union will also send a Personal Opinion Message of 15 words or less for $2 from anywhere in the continental U.S. P.O.M.'s are handled as telegrams and will be wired immediately to the White House.)

WHAT ELSE CAN YOU DO?

1. Ask your family and friends to send a letter or wire to the President. Numbers count—the President may not read every message, but he will be told how many are received.

2. Send a *copy* of your White House message to NEA Government Relations, 1201 Sixteenth St., N.W., Washington, DC 20036. It will help NEA lobbyists in their efforts to promote a Cabinet-level position.

3. Send a copy of your message—or write a similar message—to your local newspaper. Let citizens in your community know teachers care about this way of improving the schools.



1816 Woodtrail D
Columbia, South
August 15, 1977

if you would support the c
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u were in favor of this.

in a public high school, I

Sincerely yours,

Linda L. Infinger

western union Mailgram

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WAYNE MI 48184

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THE FOLLOWING IS A COPY OF A MAILGRAM SENTTO PRESIDENT JIM

HONORABLE SIR:

WE URGE YOUR SUPPORT OF THE ESTABLISHMENT OF A SEPARATE
EDUCATION A SECRETARY OF EDUCATION WOULD PROVIDE BADLY
COORDINATION OF NATIONAL PROGRAMS IN EDUCATION. Y
A DEPARTMENT OF EDUCATION WAS A SIGNIFICANT FACTO
YOUR CANDIDACY. THANK YOU FOR YOUR CONSIDERATION

PETE ROSS CHAIRPERSON
WAYNE-WESTLAND EDUCATORS POLITICAL ACTION COMMI
PEG ROSS CHAIRPERSON 2-D COORDINATING COUNCIL
MICHIGAN EDUCATION ASSOCIATION
3850 2 ST
WAYNE MI 48184

July 25, 1977

The Honorable Jimmy Carter
The White House
Washington, D.C. 20500

Dear President Carter:

As an Indiana educator, I was extremely pleased
NEA's endorsement of the Carter-Mondale ticket.
Educators throughout the nation are aware that th
endorsement was based, in part, on your long sta
support of establishing a separate Department of
Education. The fulfillment of your campaign pro
to create a cabinet level Department of Educatio
in my opinion, imperative.

My strong belief in the need for a cabinet level
Department of Education is based on five major
considerations:

1) The problems of education are so gre
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The White
Washington

Dear Presi

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Dear Mr. President,
As the mother of
I am asking you
help get a Cabin
Dept. of education

7275 Murdy Circle
Huntington Beach, CA. 92647

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of these programs should be vested in one pe
Education.

Thanks in advance for your support in providi
improve the existing Educational organizationa

Respectfull

Edwin T. Deme

ETD/id

7201 Claircrest
Dayton, Ohio 454
5 August 1977

The Honorable Jimmy Carter
The White House
Washington, DC 20500

Dear Mr. President:

I am writing this no
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—Mrs. Ralph F. Simpson, Tifton, Ga.

"The very existence of our country depends upon an educational system which leads pupils to understand what it means to be a self-governing citizen of a self-governing political community. A Cabinet Department will focus attention upon the importance of education."
—Marie Peterson, Monument, Kansas

Members of the Citizens Committee for a Cabinet Department of Education

Chairpersons: **Will Davis,** President, National School Boards Assn.; **Grace Baisinger,** President, National Congress of Parents and Teachers; **James Farmer,** Executive Director, Coalition of American Public Employees

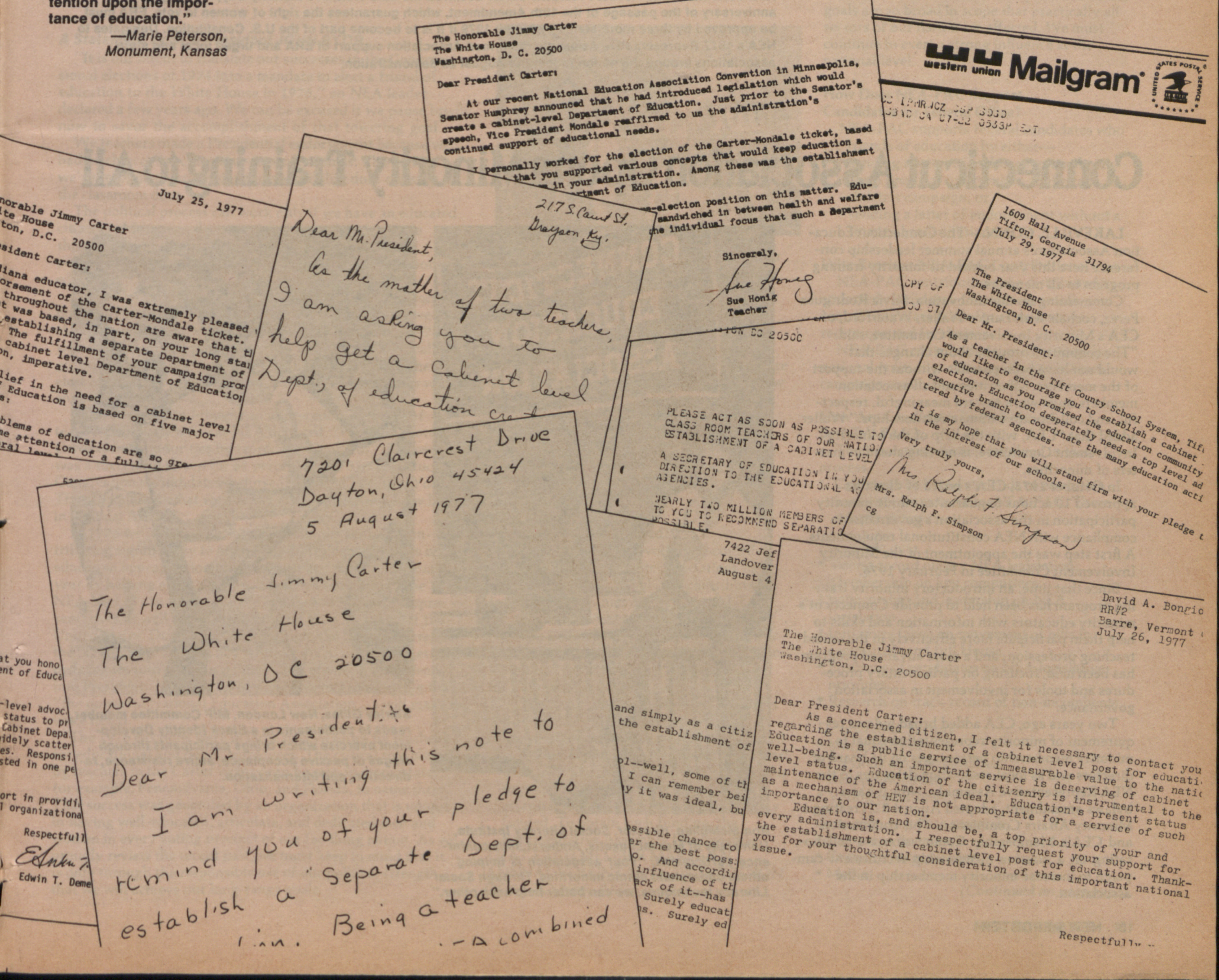
Committee Members: **Stephen K. Bailey,** Harvard Graduate School of Education; **Larry Bateman,** President, Student NEA; **Terrell H. Bell,** Utah Commissioner of Higher Education; **David L. Boren,** Governor, State of Oklahoma; **Audrey Rowe Colom,** Chairperson, National Women's Political Caucus; **John Dealy,** President, Fairchild Industries; **Douglas Fraser,** President, United Auto Workers; **Bernice Frieder,** Lakewood, Ohio; **Hendrick Gideonse,** Dean, College of Education and Home Economics, University of Cincinnati; **Samuel Halperin,** Director, Institute of Educational Leadership; **LaDonna Harris,** President, Americans for Indian Opportunity; **Forest W. Heaton,** President, Reading Enrichment Co.; **Henry Hermanowicz,** President, American Association of Colleges for Teacher Education; **Helena B. Howe,** American Association of Community and Junior Colleges; **Vernon Jordan,** Executive Director, National Urban League; **Winfield Kelly,** County Executive, Prince George's County, Md.; **Francis Keppel,** Former U.S. Commissioner of Education; **Coretta King,** Martin Luther King Center for Social Change; **Thomas M. Law,** President, Virginia State College; **Frank Logue,** Mayor of New Haven, Conn.; **John M. Lumley,** Jersey Shore, Pa.; **Carl L. Marburger,** National Committee for Citizens in Education; **Sidney P. Marland, Jr.,** Former U.S. Commissioner of Education; **Peter Masiko, Jr.,** President, Miami-Dade Community College; **Tom C. Massey,** Texas State Representative; **Joseph C. Palamountain,** President, Skidmore College; **Paul Parks,** Massachusetts Secretary of Education; **Carl D. Perkins,** U.S. Representative, Kentucky; **Richard Pesqueira,** Vice President of Student Affairs, New Mexico State University; **John Porter,** President, Council of Chief State School Officers; **Jeannett F. Reibman,** Pennsylvania State Senator; **Wilson Riles,** California Superintendent of Public Instruction; **John Ryor,** President, National Education Association; **Terry Sanford,** President, Duke University; **Louis R. Smerling,** President, National Association of State Boards of Education; **Leonard Stavisky,** New York State Assemblyman; **Stephen J. Trachtenberg,** President, University of Hartford, Conn.; **Glenn Watts,** President, Communications Workers of America: **Dana Whitmer,** President, American Association of School Administrators; **John H. Williams,** President, George B. Buck Consulting Actuaries, Inc.; **Jerry Wurf,** President, American Federation of State, County, and Municipal Employees; **Paul Ylvisaker,** Dean, Harvard Graduate School of Education.

Co-Chairs of the Citizens Committee

James Farmer
CAPE

Grace Baisinger
PTA

Will Davis
School Boards



The Honorable Jimmy Carter
The White House
Washington, D. C. 20500

Dear President Carter:

At our recent National Education Association Convention in Minneapolis, Senator Humphrey announced that he had introduced legislation which would create a cabinet-level Department of Education. Just prior to the Senator's speech, Vice President Mondale reaffirmed to us the administration's continued support of educational needs.

I personally worked for the election of the Carter-Mondale ticket, based
that you supported various concepts that would keep education a
in your administration. Among these was the establishment
rtment of Education.

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Sincerely,

Sue Honig
Sue Honig
Teacher

July 25, 1977

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Respectfull

Edwin T. Deme

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217 S. Court St.
Grayson, Ky.

Dear Mr. President,
As the mother of two teachers,
I am asking you to
help get a Cabinet level
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western union Mailgram

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PLEASE ACT AS SOON AS POSSIBLE TO
CLASS ROOM TEACHERS OF OUR NATIO
ESTABLISHMENT OF A CABINET LEVEL

A SECRETARY OF EDUCATION IN YOU
DIRECTION TO THE EDUCATIONAL A
AGENCIES.

NEARLY TWO MILLION MEMBERS OF
TO YOU TO RECOMMEND SEPARATIO
POSSIBLE.

1609 Hall Avenue
Tifton, Georgia 31794
July 29, 1977

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

As a teacher in the Tift County School System, Tif
would like to encourage you to establish a cabinet
of education as you promised the education community
election. Education desperately needs a top level ad
executive branch to coordinate the many education acti
tered by federal agencies.

It is my hope that you will stand firm with your pledge
in the interest of our schools.

Very truly yours,

Mrs. Ralph F. Simpson

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David A. Bongio
RR#2
Barre, Vermont
July 26, 1977

The Honorable Jimmy Carter
The White House
Washington, D.C. 20500

Dear President Carter:

As a concerned citizen, I felt it necessary to contact you regarding the establishment of a cabinet level post for educati Education is a public service of immeasurable value to the nati well-being. Such an important service is deserving of cabinet level status. Education of the citizenry is instrumental to the maintenance of the American ideal. Education's present status as a mechanism of HEW is not appropriate for a service of such importance to our nation.

Education is, and should be, a top priority of your and every administration. I respectfully request your support for the establishment of a cabinet level post for education. Thank-you for your thoughtful consideration of this important national issue.

Respectfull

7201 Claircrest Drive
Dayton, Ohio 45424
5 August 1977

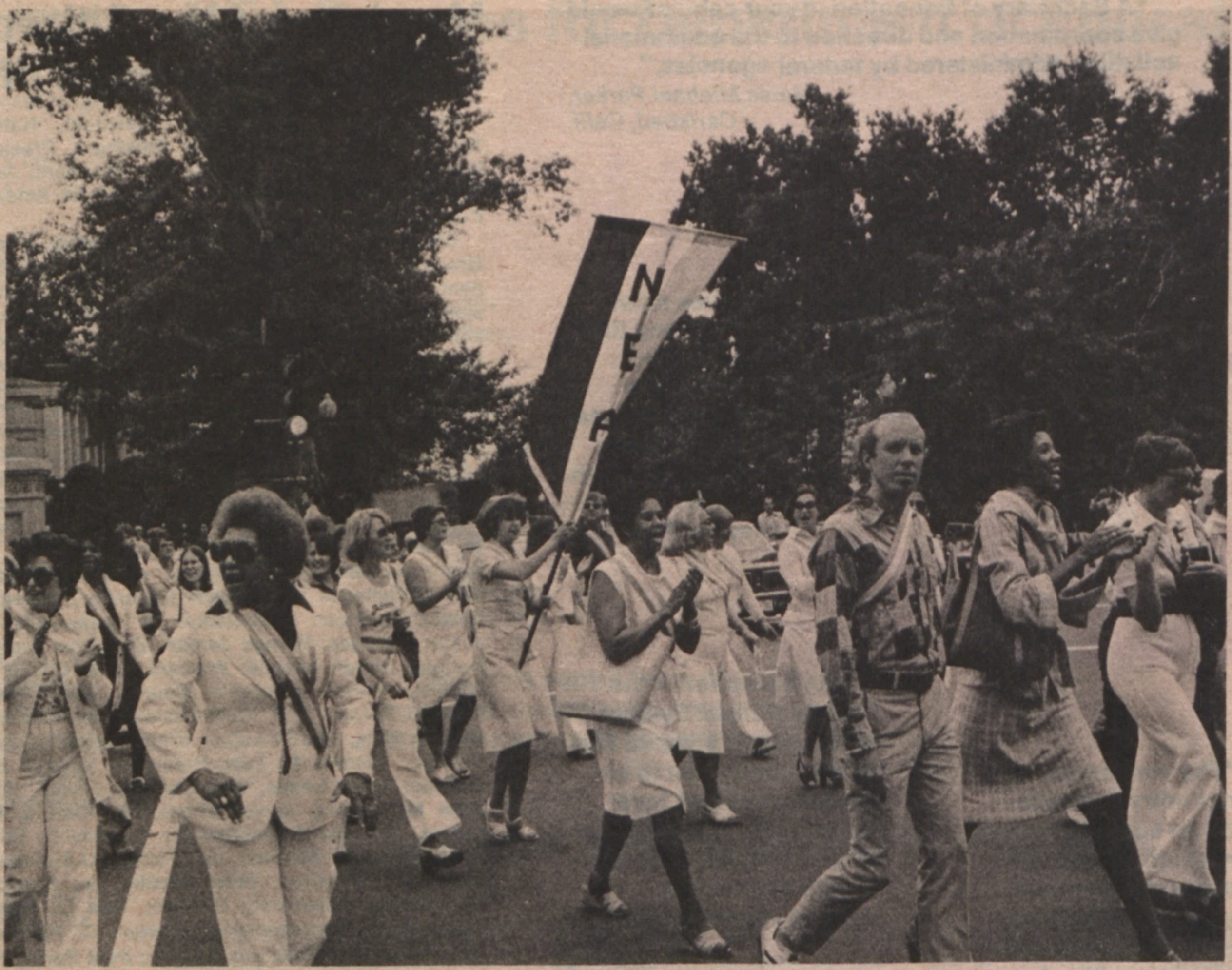
The Honorable Jimmy Carter
The White House
Washington, DC 20500

Dear Mr. President:

I am writing this note to remind you of your pledge to establish a "Separate Dept. of
Being a teacher
-a combined

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women



Attempting to persuade three more states to ratify the Equal Rights Amendment, teachers and NEA staff members join 3,500 people representing over 70 organizations in an August 26 march down Pennsylvania Avenue to the White House. President Carter declared the date Women's Equality Day, marking the 57th anniversary of the passage of the 19th Amendment, which guarantees the right of women to vote. ERA must be approved by three more states by March 1979 if it is to become part of the U.S. Constitution. Delegates to NEA's 1977 Representative Assembly reaffirmed Association support of ERA and urged local and state associations around the nation to join the August 26 demonstration.

Connecticut Association Opens Minority Training to All

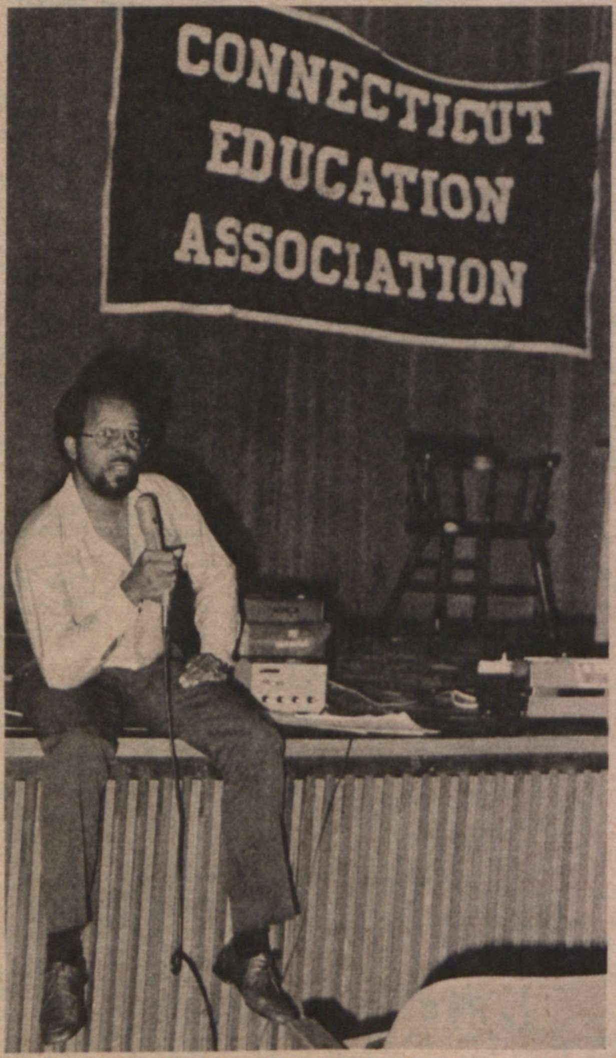
LAKEVILLE, CONN.—The Connecticut Education Association's annual summer leadership conference here this year opened its minority training program to all members.

Commenting on this innovation, Silvia Rodriguez Perez, cochair with Eunice Waller, Waterford, of CEA's Minority Involvement Committee, said: "The committee brought about changes that would not have been possible without the support of the members. Minorities and all association members must work toward meaningful, respectful, and collaborative human relationships." Waller added that "CEA, with the help of the Minority Involvement Committee, is moving ahead in matters of minorities."

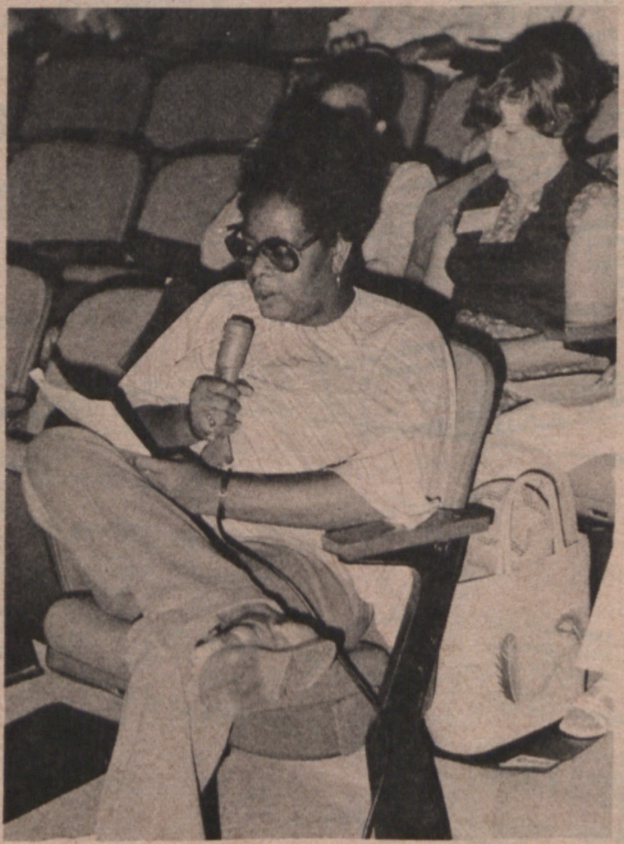
In October 1975, CEA's board of directors approved 10 actions to guarantee ethnic minority participation in the association's governance in compliance with NEA constitutional requirements. A first step was the appointment of the Minority Involvement Committee in February 1976.

Since that time, an introductory minority training program has been held to provide Connecticut's minority educators with information and skills to help them participate more effectively in the united teaching profession; and a more advanced program has been held, focusing on parliamentary procedures and tools for involvement in association governance.

Two years ago, CEA added broad bylaws requirement of minority representation equal to minority membership percentages on its board of directors and as local association delegates to the NEA Representative Assembly. Now it has a bylaws amendment, adopted August 22, creating a Minority Affairs Commission. This commission and CEA's Membership Commission are collaborating on a massive membership recruitment campaign to increase minority membership in the association.



Ron McMullen, director, Social Literacy Institute, University of Massachusetts, Amherst, tells conference participants, "Your association is helping others understand ethnic minorities. Through Social Literacy techniques, we can better help each other."



Shirley Gilles, New London, MIP Committee member, reads to participants in a Black Identity Development exercise which brings participants through stages of passive acceptance, active resistance, redirection, and internalization.

NATIONAL EDUCATION ASSOCIATION
national education association
nea

A Victory for Teacher Power

A Statement by NEA President JOHN RYOR

"It is our intent to translate our successes in the Congressional elections of 1974 into a mandate to elect a friend of education to the White House in 1976," an NEA leader declared a few years ago. We can be excused if we pause briefly now to savor the accomplishment of that towering goal.

We teachers made a Presidential endorsement because we had no choice—as citizens or as professionals. The fact is we've recognized professional responsibility does not stop at the classroom door.

The political process can work only if we have an educated citizenry. Moreover, decisions in a free society are made through a public process, and it is our responsibility as public school teachers to make sure they are good decisions for education.

We are meeting this challenge. Everything we have done politically has helped bring us to the high point where we now stand. Inauguration of our Legislative Report Card in 1970 was one of our early political moves. In 1972, we first really got our political feet wet, forming NEA-PAC and then helping elect 80 percent of the 141 House and Senate candidates we endorsed.

The 1974 election brought an unprecedented thrust of teacher political activity as NEA declared, "We must reorder Congressional priorities by reordering Congress." The result was a successful sweep for 81 percent of the 310 pro-education Congressional candidates endorsed by NEA. The *New York Times* headlined what we already knew: "Teachers Now Lions in Political Arena."

In 1976 we honed our political-legislative skills by contributing significantly to overrides of Presidential vetoes of education appropriation bills, then capped the Bicentennial year by helping elect 291, or more than 83 percent, of the 349 NEA-backed candidates for the Senate and House of Representatives as well as the President and Vice-President of the United States. During the '76 campaign, the media referred to the "fast-rising" NEA. They wrote of NEA's "push to get pedagogues into partisan politics" and of our "historic leap into Presidential politics." They were correct in asserting that "the powerful National Education Association . . . will make its voice heard."

The 1976 elections were in large part victories by teachers for educational and public employees. The critical role played by teachers in the Carter victory can be seen in many states, for example, Pennsylvania, Ohio, and Florida, to name three. That success was generated by an organization that is unique in having well-educated, articulate, and dedicated men and women in every voting precinct of our far-flung nation. As we proudly review the recent past, we must keep in mind that it is only through the responsible use of our political strength that we will achieve our long-range goals.

NEA-PAC

The Teachers' Voice in Politics

What Is NEA-PAC?

The National Education Association Political Action Committee (NEA-PAC) is the teachers' organization for political action at the national level.

Who Is Represented On NEA-PAC?

Each state affiliate political action committee is represented by a member on NEA-PAC. Representatives of the NEA Executive Committee and Board of Directors, the minority caucuses of NEA, the NEA Women's Caucus, and Student NEA also serve as members of NEA-PAC.

What Is the Objective of NEA-PAC?

The objective of NEA-PAC is to help elect candidates to federal office who support federal legislation consistent with the broad legislative goals determined by the some 9,000 delegates, representing 1.8 million teachers, meeting at the annual NEA Representative Assembly.

National, state and local association leaders emerge from Capitol after legislative victory

What Are NEA's Major Legislative Goals?

NEA's current priority legislative goals are to secure a national collective bargaining law for all public employees and general federal aid to education amounting to one-third of education expenditures, and a Cabinet level Department of Education. In addition, there are numbers of other broad legislative interests established by the NEA Representative Assembly.

How Is NEA-PAC Funded?

NEA-PAC funds are voluntary contributions from teachers. State associations have developed systems to solicit a contribution from every NEA member. The 1973 NEA Representative Assembly adopted a new business item which requested every teacher to make an annual $1 voluntary contribution:

Political Activity NEA-PAC and Support for Candidates

> The Representative Assembly reaffirms its commitment to the NEA-PAC as an appropriate vehicle for mobilizing financial and other support for candidates for federal office who are friends of education. In order to properly perform this function, it is essential that the NEA-PAC be adequately funded. To obtain such funding, the Representative Assembly recommends THAT EACH MEMBER MAKES AN ANNUAL VOLUNTARY CONTRIBUTION OF $1 TO NEA-PAC.

Why Is NEA-PAC Funding Required Every Year?

Campaigns never really end. Shortly after federal officials are elected on the first Tuesday after the first Monday in November of even numbered years, campaigns for reelection begin. A number of incumbents are faced with campaign debts or are already seeking money for the next election.

To secure funding for these election activities, receptions and other social functions are held by these federal officeholders and by potential candidates to raise adequate finances to prepare for the next election.

It is essential that NEA-PAC purchase tickets for these fundraisers in the "off years" and be represented at these functions. The two major political parties also conduct fundraising events every year. NEA-PAC participates in these various events.

NEA-PAC must be visible and continue to give financial assistance to those officeholders and candidates who are recognized friends of the entire education community. Our national goals are so broad in scope that practically all sectors of our nation are affected. We must continue to exert a strong influence at the national level.

How Does NEA-PAC Support Candidates for Federal Office?

NEA-PAC supports federal candidates who are friends of education by either—

- sending a letter of endorsement and making a financial contribution to the candidate's campaign, or
- sending a letter of endorsement without a financial contribution.

Who Receives NEA-PAC Contributions?

NEA-PAC contributions are distributed to endorsed candidates. In addition, small contributions are made for attendance at receptions and fundraisers.

NEA-PAC contributions are also given to national political parties and Congressional campaign committees.

How Are Candidates Endorsed By NEA-PAC?

There are several steps involved in this process.

1. Criteria to determine friends of education have been developed by NEA-PAC. These criteria include:

Candidate data
- Voting record on key NEA legislation
- Membership on key committees
- Sponsorship and leadership on NEA legislation
- Initiatives taken on movement of bills in committees and full House
- Positions of candidates on NEA legislative priorities
- Research on track record of non-incumbents

Demographic factors
- Marginality of race
- Previous election patterns
- Reapportionment
- Voting constituency

Campaign structure research
- Campaign finances
- Campaign organization
- Media

(Continued on next page)

Assertive Virginia Teacher Regains Her Tenured Job

ROANOKE, VA.—A junior high school math and science teacher who lost her job after complaining to her principal about her status as a "floating" teacher has been ordered reinstated as a tenured teacher.

Donna Johnson not only complained, she also threatened to file a grievance to secure a permanent room. School officials contended her contract was not renewed because she was insubordinate and displayed a poor attitude.

U.S. District Court Judge Glen M. Williams found on June 8 that "the right of a teacher to voice concerns about conditions which interfere with the education of her students falls squarely within the protections afforded by the Constitution." The court also ordered back pay for the 1976-77 school year.

Both the Virginia Education Association and NEA's DuShane Emergency Fund backed Johnson in her court battle.

"Major Victory for Teachers"

New York State Okays Equity-in-Bargaining Law

ALBANY, N.Y.—New York teachers and other public employees now have a law giving them the kind of equitable protection that has been lacking since the state's Taylor Law was enacted years ago.

Submitted to the legislature by NEA's affiliate, the New York Educators Association, the law empowers the state's Public Employment Relations Board to halt improper labor practices by public employers.

NYEA President Ed Robisch hailed the new law as "a major victory for teachers and all public employees" that will "bring some balance to the scales of justice between public employees and employers."

Similar PERB legislation had been approved by the New York legislature during two previous sessions. Both times, however, Governor Hugh Carey vetoed the bill.

"We made sure that the version of the bill submitted this year—this time by NYEA, not NYSUT—was modified to meet the specific objections of the governor," said Robisch. Carey signed the NYEA bill into law on July 12.

"We started laying the groundwork last summer for the enactment of the PERB Powers bill this year," reported NYEA Director of Governmental Relations Jim Gaffney. "We met with Don Wollett from the governor's office and worked on language for PERB Powers that would not be vetoed but would still give PERB the authority it had to have to bring some balance back into public employee bargaining."

Gaffney pointed out that during the past two legislative sessions NYSUT (AFT's New York affiliate) introduced and reintroduced legislation on PERB Powers but failed to work with the governor's office toward an acceptable law.

This year, Gaffney said, "NYSUT was still not serious about getting PERB Powers passed since they had a Republican sponsor for the legislation in the heavily Democratic Assembly."

The final version of the PERB Powers bill enacted into law was the NYEA bill, sponsored by Sen. Warren Anderson and Assemblyman Steve Greco. Anderson is majority leader in the State Senate; Greco is chairman of the Assembly's powerful Governmental Employees Committee.

PERB was stripped of enforcement powers in 1975 when the courts ruled that the agency had no remedial powers under the Taylor Law to ensure good faith bargaining on either side of the table. The court ruling said that a school board could alter the terms of a contract between the time the contract expired and a new agreement was reached.

"The Taylor Law makes employee strikes illegal, but it also condemns bargaining in bad faith," Robisch said. "Yet, while teachers can be jailed and fined for breaking the law, before the passage of PERB Powers there were no provisions to punish the employers for breaking the law."

"What the new law does," said the NYEA president, "is to give PERB the remedial powers necessary to insure good faith bargaining and proper labor practices on both sides."

Texas Teacher Reinstated After Civil War Game Shot Down Her Job

CORPUS CHRISTI, TEXAS—A social studies teacher whose contract was not renewed after she used a Civil War simulation game (which included a question on interracial dating) in her class has won her five-year battle.

Janet Cooper recently won reinstatement to her teaching position in the Kingsville Independent School District, as well as $15,000 in back pay and $4,500 in attorney's fees. She was aided by NEA's DuShane Emergency Fund and the Texas State Teachers Association.

Cooper had used a simulation game in her American history courses. This involves assigning a role to each student so they can act out a historical incident. The simulation kit "Sunshine," designed to dramatize the problems of Reconstruction following the Civil War, contained attitude tests with a question on interracial dating.

U.S. District Court Judge Owen D. Cox, sitting in the U.S. Court for the Southern District of Texas, ruled on August 26 that Cooper lost her job for constitutionally impermissible reasons—she was asserting her rights of academic freedom—and had been denied substantive and procedural due process rights. The case had previously gone up to the U.S. Court of Appeals for the Fifth Circuit, which remanded the controversy to the district court for reconsideration.

Attention: NEA Life Members

NEA life members are entitled to a copy of the *1977 Proceedings of the Representative Assembly*. The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip, and return the mailing label from the front page of this NEA Reporter to NEA Membership Records at NEA Center. This label will be used to process your copy of the *Proceedings*.

Your letter of request—along with the label—must be received no later than November 15, 1977.

Calendar: NEA Policy Groups

The following meetings have been scheduled at NEA Center in Washington, D.C., through February 1978:

Executive Committee, September 26-27
Board of Directors, September 30-October 2
Committee on Program and Budget, October 22-23 (tentative)
Executive Committee, October 25-26
Committee on Program and Budget, November 12-13 (tentative)
Executive Committee, November 15-16
Executive Committee, December 6-7
Board of Directors, December 9-11
Committee on Constitution, Bylaws, and Rules, December 28-29 or January 6-7 (tentative)
Executive Committee, January 17-18
Committee on Program and Budget, January 27-29 (tentative)
Executive Committee, February 7-8
Board of Directors, February 10-12
Committee on Program and Budget, February 24-26 (tentative)

NEA Encourages Use of National Suggestion Box

WASHINGTON, D.C.—NEA is encouraging its members around the nation to send their ideas for improving America to the National Suggestion Box.

The National Suggestion Box is a nonprofit, public interest service set up to give interested citizens a means of expressing their ideas and of learning about the ideas of others. It is funded by the Copernicus Society of America.

Columnist Jack Anderson has widely publicized the project, saying: "True participation by the people in public decisions can be made not just a possibility but a prerequisite."

NEA members have a separate box number address for sending their ideas: National Suggestion Box, Box 2009-N, Washington, DC 20013. Members are also encouraged to involve students, through classroom participation, to send in their suggestions.

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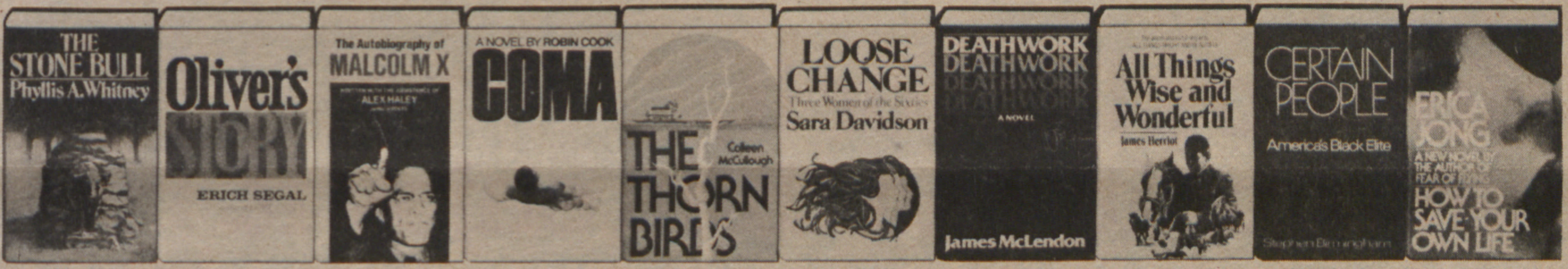
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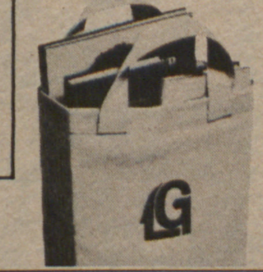

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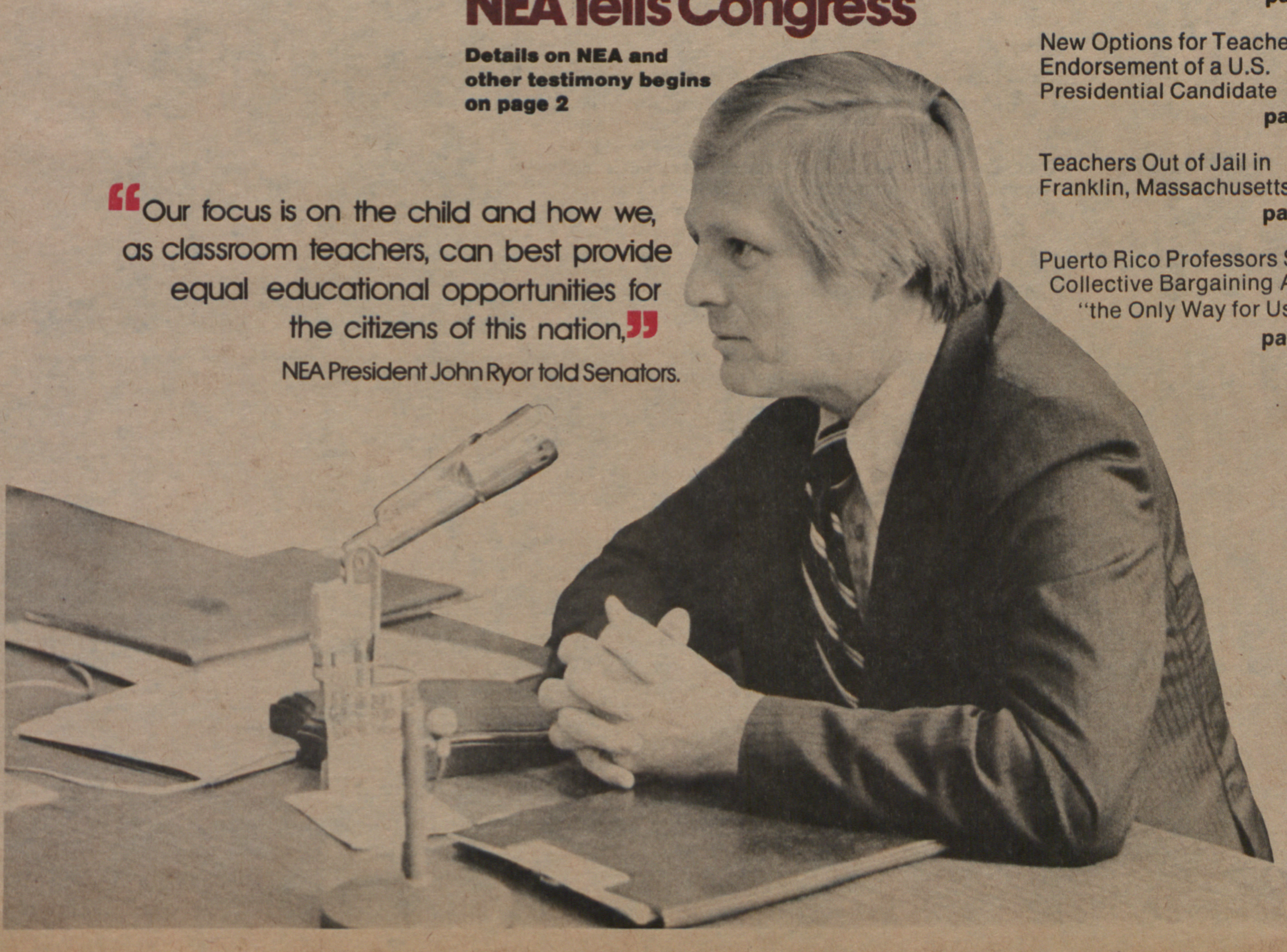
A Cabinet Department of Education Would Help Teachers Teach,

NEA Tells Congress

Details on NEA and other testimony begins on page 2

"Our focus is on the child and how we, as classroom teachers, can best provide equal educational opportunities for the citizens of this nation,"

NEA President John Ryor told Senators.



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A Cabinet Department of Education Would Help Teachers Teach,

NEA Tells Congress

WASHINGTON, D.C.—NEA President John Ryor told Congress last month that passage of S 991, a bill to establish a Cabinet Department of Education, would help the nation's teachers do a better job of providing the best education for all Americans.

"Our focus is on the child and how we, as classroom teachers, can best provide equal educational opportunities for the citizens of this nation," Ryor told the Senate Governmental Affairs Committee. "We are not interested at all in the issue of turf protection or convenience for Washington organizations or Washington Bureaucrats," he said in his October 13 testimony.

Ryor added that interested Congressional and administration parties have "simply danced around the philosophical outskirts" of the issue of a Cabinet-level Department of Education and have not devoted enough attention to the practical ways of achieving the goal.

"It is our hope that these hearings will now provide the stimulus to move away from the rhetorical question of whether there should be a department and focus our attention on what should be included in the proposed Department of Education," he said.

Carter Promise

President Carter made a firm campaign promise to establish a Department of Education in remarks to NEA, other groups, and the media. In a videotape interview with NEA President Ryor prior to endorsement by the Association of the Carter-Mondale ticket, then-candidate Carter proclaimed: "I think the public is ready for a clear expression from the national viewpoint about what we should do for education in this country. It's something that has been relegated to a secondary position in the past. The only new department that I know of that ought to be created is a separate Department of Education. I will pursue this goal in the context of an overall reorganization of government."

In his testimony, Ryor hit two major objections to a cabinet-level voice for education: that the federal govern-

Sen. Abraham A. Ribicoff, chairman of the Governmental Affairs Committee and chief sponsor of the bill to create a Department of Education.

Sen. Jacob Javits of New York, a member of the Senate Governmental Affairs Committee.

Sen. Charles H. Percy, a member of the Senate Governmental Affairs Committee.

nea reporter

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NEA President John Ryor (right) leads off Senate testimony with representatives of the National PTA, the National School Boards Association, the National Association of State Boards of Education, the American Association of School Administrators, and Chief State School Officers.

ment should be organized along a limited number of functionally oriented departments primarily designed to reduce the number of department heads with whom a President must deal, and that by taking the "e" out of HEW, the federal government would be isolating the education community from the total individual.

Ryor scored the present fragmented approach to federal education activities with its lack of accountability, direction, and coordination. "The NEA does not believe that the present structure of the government, with varying education functions tucked in the nooks and crannies of more than 40 federal departments, agencies, and bureaus, is an efficient or effective organizational base from the standpoint of the executive or legislative branch. With a secretary of education, a President and Congress would be able to hold one individual accountable for the more than $10 billion which the federal government spends on education—rather than having to consult with six cabinet officers and an untold number of agency heads.

Education's Priority

"The NEA does not believe," he emphasized, "that the President, the Congress, or the American people are of the opinion that education—as one of the nation's largest businesses, directly involving nearly one-third of our total population—is of such a secondary priority to warrant only nominal attention or second-level status. Surely the education of our citizenry with its dramatic and profound impact on the productive capacity and future economic and social well-being of this nation demands as much Presidential time and attention as the development of programs designed to physically transport our citizens and our goods."

Ryor also criticized the second argument against the isolation of a separate department saying that it "is based on the mythical premise that HEW in its present octopus-like form meets the total child's needs. Our experience as teachers and as members of the community at large points in the opposite direction. Perhaps because the HEW functions are grossly dissimilar, there is little power to coordinate within the varying offices and certainly little desire on the part of administrators to be coordinated."

He further noted that no other modern industrial country or state has seen fit to group education with health and welfare and that "we should acknowledge the fact that the grouping was an accident of history which is not working."

"The needs and desires of the total student are what we as teachers are asked to cope with every day. We believe," concluded the education leader, "we can do so more successfully with the help of a sustained and concentrated voice at the federal level to help us meet these needs."

"There must be new and clear evidence that the federal government understands that education is the glue of a just and civil society"

— James Farmer

James Farmer, executive director of the Coalition of American Public Employees, and co-chair of the Citizens Committee for a Cabinet Department of Education, testified before the Senate Committee on Governmental Affairs October 12. Following are excerpts from his comments:

It seems to me that the bedrock purpose of education is to prepare our nation's children for useful lives and for sound citizenship. Thus, it is very discomforting that the federal government continues to give education lower priority than its importance requires.

One singular evidence of federal priorities is in how the government structures itself. Structure acknowledges importance. Obviously, the production of food is important; thus a Department of Agiculture. Equity in the work place is important; thus a Department of Labor. The encouragement of private business and industry is important; thus a Department of Commerce. And thus we have Defense, and Housing, and Transportation, and Energy, and the other Cabinet-level Departments.

By the measure of structure, the federal government is saying that it does not consider education and its profound effects on the nation's social fabric as important as any of the above. This is a very peculiar comment on how we Americans pursue the premises on which our nation was founded.

It is the conviction of the Citizens Committee that education is fully as vital as any activity the federal government could foster and protect. It is also our conviction that, since the stucture the federal government has relied on to address education's deep-rooted problems has worked so imperfectly in the past, there is little likelihood that it will enjoy future success.

The members of the Citizens Committee believe there must be new and clear evidence that the federal government understands that education is the glue of a just and civil society and is willing to commit its authority and resources accordingly.

We believe that the creation of a Department of Education is requisite to this new beginning. Therefore, we wholeheartedly support its creation, through the passage of S 991.

Asks for Equity, Efficiency, Effectiveness

NEA Proposes Major Overhaul of Elementary and Secondary Programs

WASHINGTON, D.C.—NEA has told Congress that the principal elementary and secondary federal aid programs due to expire at the end of the current fiscal year (September 30, 1978) need a major overhaul in the interest of equity, efficiency, and effectiveness.

In testimony before the House Education and Labor Committee and the Senate Human Resources Committee, top NEA officials last month called for the enactment of simple, straight-forward mechanisms which can both pick up the shortfall between increased costs of education and expected revenues and increase the quality of education generally.

Although NEA believes that the federal share of public elementary/secondary school costs should be one third, the Association proposed a series of major improvements in existing programs to simplify administration, increase funding authorizations, and enhance the value of those programs until general federal aid becomes a reality.

The NEA testimony reflected policy statements developed and refined within recent years and the findings of extensive field hearings at which teachers offered suggestions and comments.

The Basic Message

The basic message to Congress was that federal funds should be available to:

(1) Assist with the cost of basic maintenance and operation of elementary and secondary schools

(2) Provide special assistance designed to meet the educational needs of low-income students, handicapped students, students of limited English-speaking ability, and American Indian students

(3) Solve educational problems which are of national or regional concern

(4) Assist in improving the quality of American education by supporting research and encouraging the development and adoption of improved educational methods, practices, and techniques.

NEA declared that except in the case of impact aid, existing federal programs make no provision for helping school districts maintain and operate elementary and secondary schools. Rising costs are outpacing the growth in revenues from traditional sources, resulting in greater difficulty in finding the money necessary for everyday school operations.

Too Much Red Tape

In field hearings, NEA found two universal complaints from teachers about existing programs: too much paperwork, regulation, and red tape, and too much state bureaucracy. Even though federal regulations and paperwork are extensive, NEA said, additional requirements imposed by the states have made some federal programs extremely burdensome on local school systems.

For these reasons, NEA proposed that as Congress reviews existing law it retain only those statutory provisions which are necessary to ensure that federal funds are spent for the purposes for which they were appropriated. In many instances, NEA said, the growth of state bureaucracies and their increase in power have been accrued at the expense of local school districts.

NEA recommended further that federal funds be made available directly to local school districts whenever possible, leaving to state legislatures the authority to decide the extent of state agency control over local districts.

In its field hearings NEA found widespread concern about the practice of "targeting" in ESEA Title I programs, which not only eliminates nearly half of the eligible low-income children from the program but creates invidious and arbitrary classifications of children and school personnel. Teachers complained, for example, about the fact that a "Title I nurse" cannot take care of the needs of a child unless that child is a "Title I child" in a "target school."

To resolve the targeting and other administrative and instructional problems in Title I, NEA proposed that new language be written making it quite clear that Title I is to provide education suited to the needs of children from low-income families—in effect, that Title I funds should be made available solely to help school districts help impoverished youngsters, and on the basis of an approved district-wide (not targeted) plan.

Although NEA believes that the federal share of public elementary/secondary school costs should be one third, the Association proposed a series of major improvements in existing programs to simplify administration, increase funding authorizations, and enhance the value of those programs until general federal aid becomes a reality.

In addition, NEA suggested that Title I applications cover a two-year period. This would cut application time and costs in half, free local resources for use in the instructional program, and allow the local school to evaluate the effectiveness of a full year program before getting into the reapplication process.

Consolidation of Programs

Noting the trend toward consolidation of programs (as in ESEA Title IV), NEA said that consolidation must be accompanied by increased appropriations, because merely rearranging funding levels causes disharmony and disrupts program continuity. NEA said that the purposes of the programs proposed to be consolidated and their results are more important than the manner in which federal dollars are spent. Inordinate amounts of time and money are used in following the federal dollar and its expenditure, but many glaring discepancies have gone unnoticed. Moreover, very little has been told Congress about the condition of school libraries, the adequacy of instructional materials and equipment, or the availability of school counselors.

In discussing the much-maligned impact aid program, NEA said that as long as education is financed primarily from local property taxes impact aid is justified on its own merits. It offers a good precedent for guidance in the administration of federal assistance to education. It is efficient, it causes few administrative burdens, and it is cost-effective in achieving its stated purposes.

NEA suggested that if Congress is to consider further consolidation of programs, impact aid, Title I, and the existing consolidation should be combined in the format of the impact aid program. NEA thus supports impact aid and will oppose any attempt to cut it back until an alternative means of fulfilling federal obligations in a more nearly equitable fashion has been developed and implemented.

In its far-reaching proposals, NEA suggested ways to improve and simplify the Special Projects Act, Indian Education, Emergency School Aid, and similar special-purpose programs. The Association also supported the continuation of Teacher Centers as a means of assuring that teachers themselves have a voice in in-service training. The extent to which teacher training is a higher education activity should also be examined with a view toward improving graduate schools of education and improving teacher training at the undergraduate level, NEA said.

Minnesota Association Sues State for Denying Faculty Raises

ST. PAUL, MINN.—Acting in defense of its college faculty members, the Minnesota Education Association has commenced a lawsuit against the State of Minnesota, charging unfair labor practices and possible violations of the U.S. and state constitutions.

The precedent-setting suit results from actions by the last two legislatures in denying and amending arbitration awards issued as culminations of negotiations between the state and the Minnesota Community College Faculty Association, an MEA organization of nearly 1,000 faculty in the state's 18 public two-year colleges.

The more-than-46,000-member NEA state affiliate points out that the 1975 and 1976 sessions of the legislature denied cost-of-living increases awarded by a three-member arbitration panel in 1975, and that the 1977 session reduced salaries awarded by another three-member arbitration panel.

MEA contends that, by so doing, the legislature:

- committed unfair labor practice in denying and reducing, because both arbitrations were conducted—meticulously—under rules established by the Public Employment Labor Relations Act of 1971 as amended (in fact, violating its own law), or
- in the alternative, has violated the constitution of the United States and the constitution of the state of Minnesota by denying equal protection under the 14th Amendment; this could be construed as unfair discrimination because it treats public employees of the state differently from all other public employees.

The suit was commenced by serving the summons and complaint on Secretary of State Joan Growe, Commissioner of Personnel Richard Session, the office of the personnel commissioner, Speaker of the House Martin Sabo, and President of the Senate Edward Gearty.

The suit seeks an injunction prohibiting the legislature from refusing to comply with an arbitrator's award, together with back pay for the instructors in the system.

$ Millions Not Reaching Schools,

NEA Study Charges

NEA Executive Director Terry Herndon speaking at New York City hearings.

WASHINGTON, D.C.—An NEA study has disclosed that some $71 million in federal funds earmarked for children from low-income families in New York State, including $65 million for New York City, never reached local school districts in 1974.

NEA Executive Director Terry Herndon declared that the funding snafu in New York may only be the tip of the iceberg as a preliminary report of a nationwide NEA school finance study now under way disclosed similar unexplained funds not reaching local school districts in New Jersey ($3.5 million) and in Pennsylvania ($2.5 million).

"Millions of dollars approved by Congress are not hitting their targets," said Herndon. "And millions of children are victimized by this administrative bungling."

Herndon discussed the NEA finance study in detail at "teacher outreach" hearings sponsored by the U.S. Office of Education in New York City.

The mysteriously-unaccounted-for funds were appropriated under Title I of the Elementary and Secondary Education Act, the centerpiece of all federal education programs, which pumps more than $2 billion yearly into impoverished districts primarily in the nation's large urban centers.

The NEA school finance study will continue to examine funding of Title I and other education programs at the federal level in all 50 states for 1975 and 1976.

"Millions of dollars approved by Congress are not hitting their targets," said Herndon. "And millions of children are victimized by this administrative bungling."

Herndon explained that NEA conducted its own regional hearings among the Association's 1.8 million members over the past two years and that teachers complained about too much paperwork, regulations, red tape, and excessive state bureaucracy.

Even though the Office of Education accounts for each program it administers and the amount of funds sent to each state, there "is no accurate data" from that point on to the local school, he added.

"The procedures, practices, accounting methods, accumulation of program expenditure data, vary so greatly within and among state departments of education that no individual or agency of the federal government can account for the way federal education money is used at the local level," Herndon explained. "Or, more importantly, what portion of the money ever reaches the local level."

Herndon added: "If such mismanagement of federal funds occurs under the nose of the government's top education bureaucrats, I fear to contemplate what may be and probably is happening where education is only an afterthought in some agency's responsibilities."

"It's also apparent from the inability of state departments of education and local education agencies to document the course of federal dollars and the uses to which they are put that, for all the reporting forms required by the bureaucracy at all levels, the right questions are not being put to the right people to get the right answers."

Herndon said that NEA will make recommendations in an effort to remedy the accounting deficiencies as Congress continues its hearings on the reauthorization of Elementary and Secondary Education Act programs.

Virginia Needs Assessment Involves 28,500 Teachers

Since 1974 more than a quarter million teachers in some 500 local associations in 33 states have taken part in NEA's Teacher Instructional Needs Assessment program—a local survey program designed to find out what teachers feel they need to do a better job in the classroom.

The needs assessment program is based on NEA's strong conviction that no one knows more about the quality of instructional services and resources that reach students than teachers. Yet we are in the midst of an unending open season on schools. Armchair specialists, blue ribbon panels, university researchers, and government bureaucrats are all taking turns in proclaiming what is wrong in the nation's classrooms.

Curiously, the most experienced instructional experts—the teachers who spend their professional lives in classrooms working with students—are seldom asked for their opinions. It is not without irony that those farthest from the classroom seem to believe they are closest to the answers.

The NEA needs assessment survey asks all public school teachers in a given community about 14 fundamental educational concerns:

- program
- school climate
- instructional materials
- community support
- physical facilities
- teacher evaluation
- financial support
- professional development/in-service education
- staffing—class size
- decision-making
- time to teach
- student services
- student evaluation
- education of the handicapped.

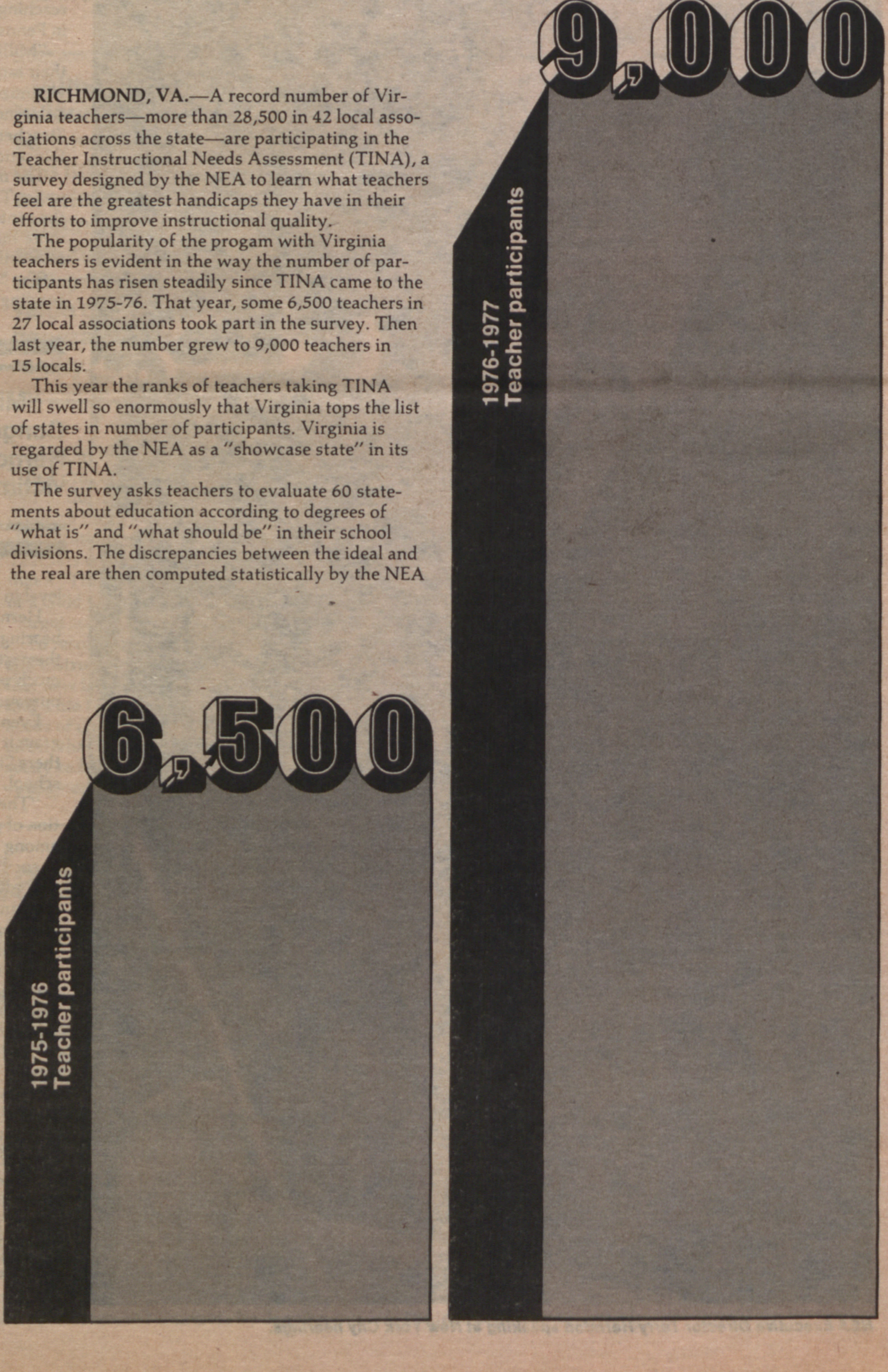
Teachers' answers tell the story of the schools—for the district as a whole; for elementary, junior, and senior high; and building by building. Few communities know as much about their schools as those whose teachers take part in NEA's Needs Assessment program. When three fourths of all the teachers in one state take part in this firsthand evaluation examination of their schools, that's news. This is what has happened in the state of Virginia.

RICHMOND, VA.—A record number of Virginia teachers—more than 28,500 in 42 local associations across the state—are participating in the Teacher Instructional Needs Assessment (TINA), a survey designed by the NEA to learn what teachers feel are the greatest handicaps they have in their efforts to improve instructional quality.

The popularity of the progam with Virginia teachers is evident in the way the number of participants has risen steadily since TINA came to the state in 1975-76. That year, some 6,500 teachers in 27 local associations took part in the survey. Then last year, the number grew to 9,000 teachers in 15 locals.

This year the ranks of teachers taking TINA will swell so enormously that Virginia tops the list of states in number of participants. Virginia is regarded by the NEA as a "showcase state" in its use of TINA.

The survey asks teachers to evaluate 60 statements about education according to degrees of "what is" and "what should be" in their school divisions. The discrepancies between the ideal and the real are then computed statistically by the NEA



28,500

1977-1978
Teacher participants

to identify instructional areas where the teachers feel improvement would be of greatest benefit.

VEA President Mary Hatwood, speaking at a press conference arranged by the NEA during the convention in Minneapolis, called TINA "the best tool for building instructional improvement in the last ten years."

"Parents have questions about why student test scores are low, employees want to know why high school graduates can't read and write, school boards have said they continue to give teachers raises but still the end product is no better, and on and on," Hatwood said. "But no one ever asks teachers—all teachers—what they need to do a better job in their classrooms."

"That is, until now," she went on. "TINA gives us the teachers' answers about what they need to do a better job, to be better teachers."

The strong point of TINA is its value to local associations. It allows local presidents to know, without fear of contradiction, the instructional problems most important to teachers in each separate building. TINA can also be computed to give local presidents insight into concerns of other teacher groups—new teachers to the locality, teachers with many years of experience, elementary teachers, teachers in secondary schools.

What actually happens in locals that have participated in TINA is as varied as the locals themselves. In some areas, the results of TINA have been taken to the public through radio and TV spots, talk shows, and speeches before PTA and other civic groups. Other locals have used the information as supportive data in lobbying efforts with school boards and members of the legislature. More than one member of the General Assembly has been impressed enough with the accuracy of TINA data to switch his vote on an issue of teacher concern.

Perhaps most importantly, the results of TINA have been used to open lines of communications with principals, superintendents, and school boards, either through formal or informal meetings. In many cases, locals can point to improvements in instructional programs that result directly from TINA.

Here are some examples of how TINA is being used:

- In Hampton, after TINA results indicated that teachers did not have enough voice in instructional decisions, the HEA was able to push for and win a Professional Council to include both teachers and administrators.
- In York county, the YEA is taking to community civic groups a slide presentation describing the instructional needs of the school system as the teachers see them.
- In Virginia Beach, a committee of teachers from each school went to talk to their principal about TINA, meetings which teachers felt were "extremely beneficial" in opening lines of communication and setting the pace for correcting some of the problems pinpointed by the teachers through TINA.
- In Chesterfield county, the CEA is using TINA results to help develop its program of action. And Debra Fleisher, CEA's instructional committee chairman last year, credits the TINA results for the county's decision to hire more resource teachers—especially a physical education teacher for every elementary school.
- In Floyd county, meetings with principals to discuss TINA results were considered "very productive" by the teachers who participated. In one school, where TINA indicated that teachers felt there were too many classroom interruptions, the disruptions were eliminated after such a meeting with the principal.
- In District M last year, locals took the TINA results to the public through radio and TV spots, a campaign which improved teacher image in the community and helped the teachers there "feel good about themselves."

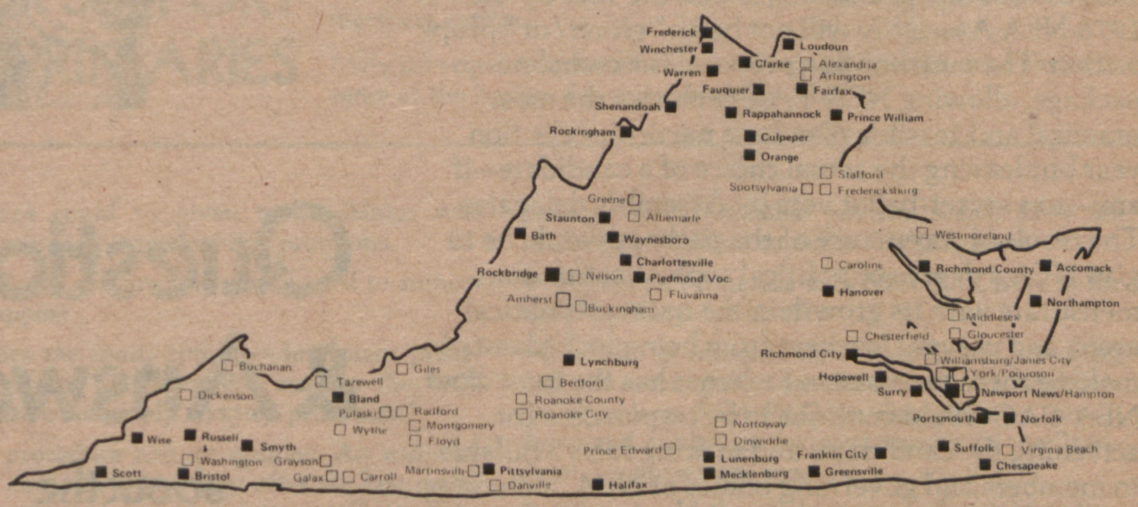
"TINA has proved to be a vital tool to the 42 local associations that have already participated in the survey," says Virginia L. Dalton, director of VEA's division of instructional services.

"Not only has it given teachers an opportunity to go to the public with those things that they feel are keeping them from getting the job done, but it also enables them to give a very firm affirmative reply when school boards say, 'Are you sure all teachers in this school division want the things you are proposing?' " she points out.

The Virginia TINA story was originally told in the September *Virginia Journal of Education.*

Participating Associations in Virginia

■ 1977-78 participants
□ previous participants


Frederick
Winchester
Warren
Clarke
Loudoun
Alexandria
Arlington
Fauquier
Fairfax
Shenandoah
Rockingham
Rappahannock
Prince William
Culpeper
Orange
Stafford
Spotsylvania
Fredericksburg
Greene
Staunton
Albemarle
Bath
Waynesboro
Westmoreland
Charlottesville
Rockbridge
Nelson
Piedmont Voc.
Caroline
Richmond County
Accomack
Amherst
Buckingham
Fluvanna
Hanover
Northampton
Middlesex
Gloucester
Chesterfield
Richmond City
Williamsburg/James City
York/Poquoson
Hopewell
Surry
Newport News/Hampton
Portsmouth
Norfolk
Buchanan
Tazewell
Giles
Lynchburg
Bedford
Dickenson
Bland
Pulaski
Radford
Roanoke County
Roanoke City
Wythe
Montgomery
Floyd
Nottoway
Dinwiddie
Wise
Russell
Smyth
Washington
Grayson
Prince Edward
Franklin City
Suffolk
Virginia Beach
Lunenburg
Mecklenburg
Greensville
Chesapeake
Scott
Bristol
Galax
Carroll
Martinsville
Pittsylvania
Danville
Halifax

Multi-Option System Proposed for NEA Presidential Endorsement

WASHINGTON, D.C.—NEA has begun a massive educational effort to acquaint members with a flexible multi-option system for teachers' future endorsements of U.S. Presidential candidates.

The system was presented to NEA's 1977 Representative Assembly in Minneapolis, and the Assembly voted to reaffirm the Association's commitment to be involved in Presidential elections and to defer final action on the endorsement procedure until the 1978 meeting in Dallas. The NEA delegates directed that information about the system be distributed to all affiliates for discussion and consideration during 1977-78. Mailings have already been sent to all of NEA's 12,000-plus local associations as well as to state and national officers and staff.

The multi-option system, which has been endorsed by the NEA Political Action Committee (NEA-PAC), would give teachers the flexibility of timing to make their Presidential endorsement as effective as possible and to have an impact not only on the election but on the primaries and nominating conventions.

If approved by the Representative Assembly, the system would give NEA-PAC the authority to choose among the options according to the immediate situation, although the final decision about whom to endorse—or whether to endorse—would, of course, be left to a secret-ballot vote by duly elected delegates to the Representative Assembly.

One of the most important points to be made clear, as noted by NEA President John Ryor in his letter to local association presidents, is that the vote by the 1978 NEA Assembly will not be an "either/or" proposition. The multi-option proposal is a complete package, allowing NEA-PAC to choose the most practical and feasible plan for a particular election year but leaving the actual choice of a candidate—if any—to a secret-ballot vote by Assembly delegates. The result of acceptance of the package would be to give NEA a degree of political sophistication commensurate with its growth in the national political arena and prevent teachers from being locked out of making their endorsement when it has the most clout. NEA-PAC would continue to be responsible for screening the candidates and making facts available to members and governing bodies of NEA, including an in-depth comparison of candidates' positions with NEA positions.

The Presidential endorsement procedure used by NEA for its Presidential endorsement in 1976 was called by many long-time observers the most democratic and fully publicized to members of any used by any organization. The multi-option proposal is meant to retain these pluses while opening timing choices so that the endorsement will have the most impact possible.

NATIONAL EDUCATION ASSOCIATION
This Teacher Cares about CARTER
nea
President Ford
Dennis DeConcini

Questions & Answers

about the Multi-Option Presidential Endorsement Procedure

● What is the multi-option Presidential endorsement procedure?

A package of endorsement options which gives NEA-PAC the flexibility to decide *when* the vote on endorsement should be taken. The procedure also provides NEA-PAC with the ability to give early financial support to pro-education candidates seeking the nomination of his/her party.

● Who would vote on a Presidential endorsement under the provisions of the multi-option endorsement procedure?

The 9,000-10,000 elected delegates to the NEA Representative Assembly retain the power to vote by secret ballot to decide whether an endorsement would be made.

● How many options for endorsement are included in the multi-option procedure? How do the options work?

Four. Under the first option an endorsement vote would take place after the last major political party

NEA's Presidential Endorsement Procedure

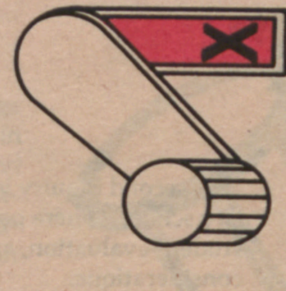
The duly elected delegates to the NEA Representative Assembly will make the final determination of which (or if a) Presidential candidate is to be endorsed by NEA in a Presidential election year.

NEA-PAC will conduct the candidate screening process and may make a recommendation to Representative Assembly delegates. NEA-PAC will develop such operating procedures and guidelines as it requires for participation in the NEA Presidential endorsement process.

National, state, and local organization channels and resources will be used to provide members with information related to the endorsement process, Presidential candidates, and issues, and to assess member attitudes and opinions.

The President of the NEA shall make any announcement of endorsement.

Multi-Option Endorsement System



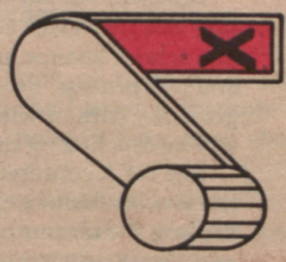
OPTION 1

A vote by delegates to the NEA Representative Assembly will be the deciding factor in endorsement by NEA of a Presidential candidate. The vote will be conducted by mail ballot sent to duly elected delegates within two weeks following the last major political party nominating convention.

Within one week after identification of all major political party nominees, NEA-PAC shall approve an official ballot which shall then be mailed to all duly elected delegates within one week after approval. NEA-PAC may also recommend a choice to the delegates at least three days prior to the mailing of the official ballots.

If the official ballot contains three options (e.g., two candidates and "no endorsement"), a simple majority shall be required for endorsement.

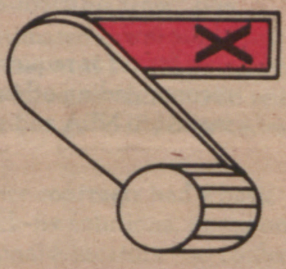
If the official ballot contains two options, an endorsement of this type would require 58 percent of those voting.



OPTION 2

The NEA Representative Assembly delegates may vote during the Annual Meeting to endorse an incumbent U.S. President for reelection. The method of voting shall be by secret ballot.

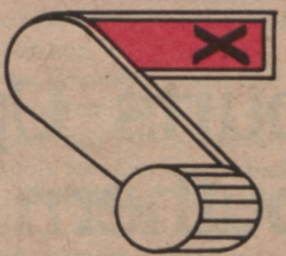
An endorsement of this type would require 58 percent of those voting.



OPTION 3

The NEA Representative Assembly delegates may vote by mail ballots before the Annual Meeting to endorse an incumbent U.S. President for reelection.

An endorsement of this type would require 58 percent of those voting.

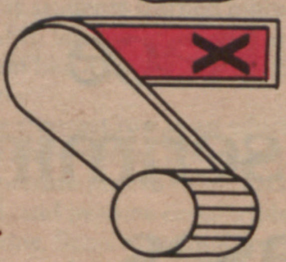


OPTION 4

The NEA Representative Assembly delegates may vote by mail ballot to endorse a Presidential candidate before any major political party had conducted its national nominating conventions.

An endorsement of this type would require 58 percent of those voting.

Dennis DeConcini
Dennis DeConcini



OPTION FOR SUPPORT IN PRIMARIES

NEA-PAC may recommend and the Board of Directors may authorize support of Presidential candidates prior to national party nominating conventions.

This support would require a 58 percent majority of the NEA Board members voting.

(Any subsequent endorsement would require utilization of one or more of the options for endorsement.)

nominated its candidate. The endorsement vote would take place in late August or early September.

Under the second option the Representative Assembly delegates would vote during the annual meeting for an endorsement of an incumbent President in late June or early July.

Under the third option the Representative Assembly delegates could vote through secret mail ballot for an endorsement of an incumbent President in January, February, March, April, May, or June.

Under the fourth option the Representative Assembly delegates could vote for an endorsement of a non-incumbent who is a proven supporter of education in January, February, March, April, May, June and possibly part of July.

- **What is the option for support in primaries?**

This option would enable NEA-PAC to purchase fund-raising tickets to provide financial support for pro-education candidates seeking the nomination of their respective party. Under the old procedure, no contributions could be given to candidates who were very supportive to the NEA programs.

The NEA Board of Directors would need to authorize such support.

- **How does the multi-option endorsement procedure differ from the procedure used in the 1974 Representative Assembly adopted procedure?**

The 1974 procedure had no options. An endorsement vote could be taken only after the last major political party had nominated its candidate. The multi-option procedure would allow an endorsement vote to be taken by the delegates of the Representative Assembly almost anytime in a Presidential election year.

- **Who decides which option to use under the multi-option procedure?**

The Association's politically astute political action committee (NEA-PAC) is charged with this responsibility. The representatives on the political action committee are continuously aware of happenings on the national political scene. They are in the best position to make this judgment.

- **What other function does NEA-PAC have in the multi-option procedure?**

NEA-PAC is responsibile for candidate screening and can recommend an endorsement of a candidate for President. NEA-PAC develops its own procedures and guidelines for participation in the Presidential endorsement process.

- **Why should the NEA approve the multi-option Presidential endorsement procedure?**

Because it would provide the NEA with the ability to consider an endorsement when it would generate the greatest impact upon and for the candidate. It would also make the NEA an equal among other organizations and associations in the country.

NEA HUMAN RIGHTS REPORT
News of special concern to NEA minorities and women

NEA Human & Civil Rights Conference Theme Is "Education of the Handicapped"

WASHINGTON, D.C.—NEA Teacher Rights has announced that the central theme of the Sixteenth Annual Conference on Human and Civil Rights in Education will be "Education of the Handicapped." The conference will be held here March 16-19.

Plenary and group sessions at the conference will provide information about Public Law 94-142—the Education of All Handicapped Children Act—and provide a forum for examining the law's impact on the schools. Also covered will be the complexities of the law and its effect upon teachers, students, and parents.

Three-Site Study

In preparation for the conference, an NEA team has begun a three-site inquiry into various aspects of the new handicapped law. Reports on the inquiry will be presented at the March sessions.

An NEA team has already completed a study of the Des Moines, Iowa, and nearby isolated rural districts schools as part of the inquiry. The focus in Iowa was on difficulties of providing transportation, training staff, and hiring, and retaining qualified staff to meet the needs of all students and to deal with educational and human relations problems.

A second inquiry is set in Savannah, Georgia, city schools where poverty, minority children, student evaluation, and teacher status are central considerations.

The third inquiry is scheduled for North Santa Barbara County, California, and will zero in on handicapped Mexican American and migrant children with additional handicaps of cultural alienation and language differences.

Teachers Affected

Teachers will be affected by the law in areas of pre- and in-service education, collective bargaining, school finance, physical facilities, litigation, and due process. Students of all ethnic backgrounds, with or without handicapping conditions, will be touched by the law.

The NEA conference will focus on the effects of the law, its history, purpose, and content, and will explore the meaning of "appropriate education" and "least restrictive environment"—the language of the law.

A form for requesting conference invitations and recommending others to be invited has been mailed to NEA and affiliate leaders and staff.

Washington State Staffer Elected Caucus Delegate

Barbara Vanderkolk

SAN JOSE, CALIF.—Barbara Vanderkolk, a staff member of the Washington Education Association, was elected to the Women's Political Caucus National Steering Committee during the September 9-11 National Women's Political Caucus Convention here. She was elected as a delegate from the Labor Caucus, a group formed to promote the involvement of union women in state and national elections as well as to generate awareness of the political and legislative needs of women in the paid work force.

Vanderkolk was recognized for her leadership in women's rights and labor advocacy in Washington State, where she chairs the Thurston County Women's Political Caucus.

Washington State sent 11 elected representatives to the 1,200-delegate convention here. At the convention, delegates set as priorities ratification of the federal Equal Rights Amendment and defense of women's rights at the upcoming International Women's Year conference in Houston.

Courts Uphold Southern Educators in Race Discrimination Cases

NEA's DuShane Emergency Fund has successfully backed two Southern educators to victory in the courts, resulting in their reinstatement and thousands of dollars in back pay.

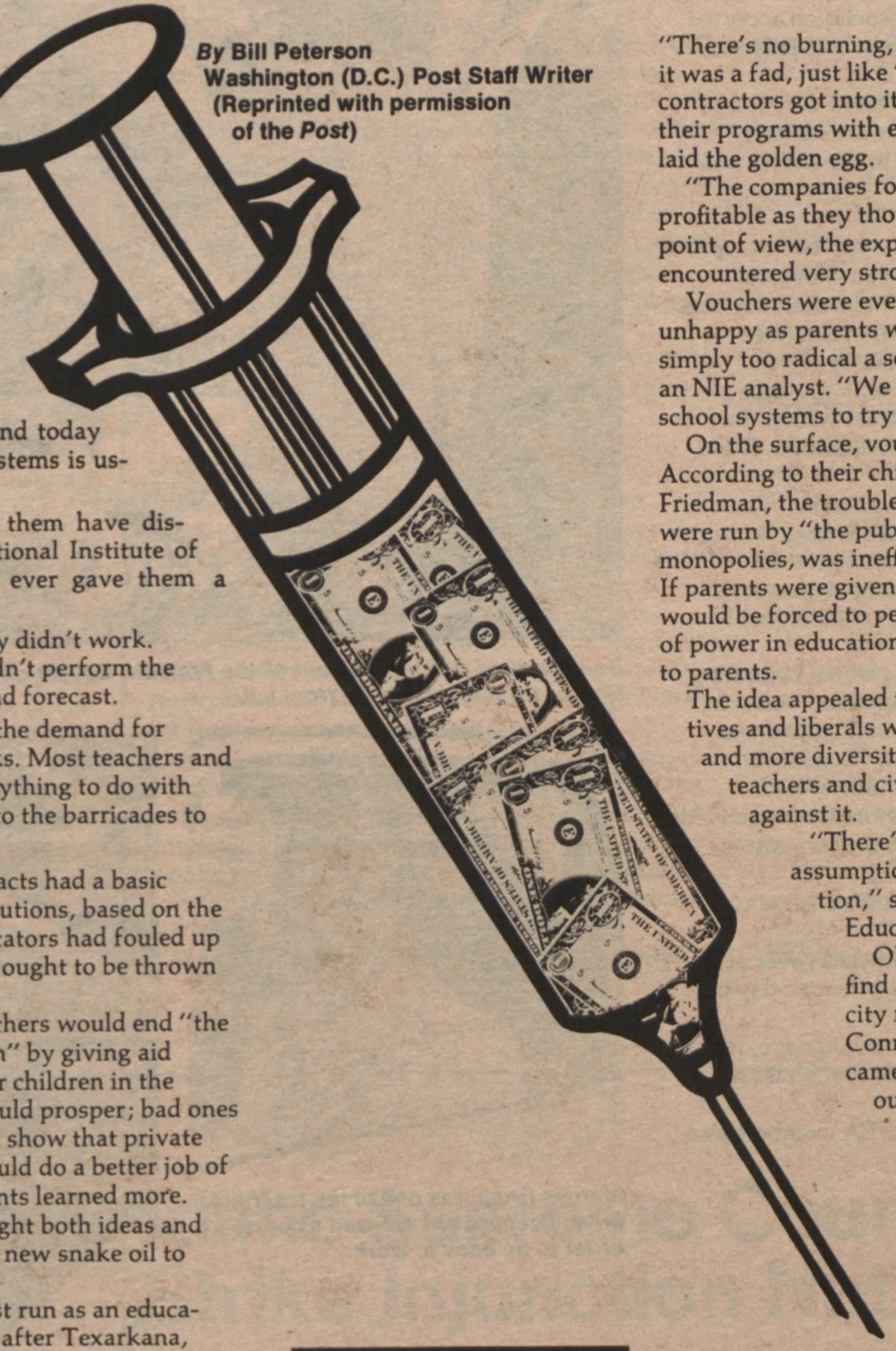
In two cases involving racial discrimination against blacks, South Carolina teacher Sadie DeVore won $4,000 and was reinstated as an elementary school teacher for the 1977-78 school year and Selma, Alabama, junior high school principal W. J. Yelder was ordered reinstated to his former position as high school principal at a higher salary.

DeVore, a first grade teacher, had been assigned to a classroom with three grades of students and then nonrenewed in 1973. She alleged in a federal suit that she was discriminated against on the basis of race.

During desegregation in Selma, Yelder was demoted from his position as principal of a black high school to principal of a largely black junior high at a lower salary in 1970. He was denied a job as principal of an integrated high school because of racial discrimination.

Quick-Fix Dollar Incentives Fail Their Classroom Tests

By Bill Peterson
Washington (D.C.) Post Staff Writer
(Reprinted with permission of the *Post*)



The late 1960s were an age of supposed reform in American education, and two of the brightest ideas involved using some good old-fashioned economic competition to pep up U.S. school systems.

Give teachers and schools a dollar incentive, as in the world of business, the concept went, and they'd teach harder; children would learn more.

One of the ideas was called vouchers, the other performance contracts.

Both have been near-total failures. And today not one of the nation's 17,000 school systems is using either one.

"For all practical purposes, both of them have disappeared," says Jeff Schiller of the National Institute of Education. "They died. And nobody ever gave them a decent burial."

The official reason: the schemes simply didn't work. Competition and business know-how didn't perform the classroom wonders that the reformers had forecast.

In addition, both ideas overestimated the demand for change in the way public education works. Most teachers and school administrators refused to have anything to do with the reforms. Parents also declined to go to the barricades to alter the status quo.

Both vouchers and performance contracts had a basic gut-level appeal. They were quick-fix solutions, based on the notion that entrenched professional educators had fouled up the nation's schools, and that the rascals ought to be thrown out—or at least given some competition.

Each followed a different course. Vouchers would end "the monopoly of the public education system" by giving aid directly to parents so they could put their children in the schools of their choice. Good schools would prosper; bad ones would fail. Performance contracts would show that private companies—or individual teachers—would do a better job of teaching if they were paid more as students learned more.

Washington, or at least part of it, bought both ideas and sent its bureaucrats peddling them like a new snake oil to school systems around the country.

Performance contracts had the shortest run as an educational fad. They began with rave notices after Texarkana, Ark., schools contracted with a private firm to teach disadvantaged children. The firm doubled, and in some cases tripled, students' normal achievement gains. Soon educators from around the country were beating a path to Texarkana.

By 1969, 200 school systems were considering adopting similar programs. More than 100 did during the 1970-71 school year.

The Nixon administration encouraged them, hastily funding programs in 20 school districts through the old Office of Economic Opportunity. The appeal to Republican policymakers and school boards was obvious. School systems could turn over classes, and even entire schools, to private contractors. The contractors would be paid only if they delivered results.

Those results, however, were disappointing at best. Students in most sites did only slightly better in math and reading than their peers in regular classes. But they had worse attendance records and performed poorly in classes not taught by private contractors.

The performance contract quickly went out of vogue. All but one of the 20 school systems that OEO funded in 1970 dropped the experiment after one year. And the largest and most publicized experimental site, Banneker Elementary in Gary, Ind., ended its contract with its private contractor in 1972, a year ahead of schedule.

"I'm not sure if anyone is doing it [performance contracts] anymore," says Gary superintendent Gordon McAndrew. "There's no burning, passionate drive to continue it. Some of it was a fad, just like 'back to basics' is a fad now. A lot of the contractors got into it for a fast buck, and they didn't design their programs with enough care. They killed the goose that laid the golden egg.

"The companies found education wasn't as easy or as profitable as they thought," he adds. "From a school system's point of view, the expectations were too high, and we all encountered very strong opposition from teachers groups."

Vouchers were even more controversial. "Basically, as unhappy as parents were with their schools, vouchers were simply too radical a solution for them," says David Mandel, an NIE analyst. "We couldn't even give money away to get school systems to try the idea."

On the surface, vouchers appeared simple enough. According to their chief theoretician, economist Milton Friedman, the trouble with American schools was that they were run by "the public school monopoly," which, like all monopolies, was inefficient and unresponsive to consumers. If parents were given vouchers, worth a year's tuition, schools would be forced to perform or lose their students. The balance of power in education would shift from professional educators to parents.

The idea appealed to hard-nosed businessmen, conservatives and liberals who were pressing for "parent power" and more diversity in education. But school administrators, teachers and civil rights groups rebelled violently against it.

"There's nothing more ignorant than the assumption that competition is good for education," says Dr. David Darland of the National Education Association instructional division.

OEO and NIE searched for five years to find a place to try the idea out. But city after city refused to undertake it. East Hartford, Conn., and five districts in New Hampshire came close, but all eventually voted to drop out after lengthy feasibility studies.

An NIE report on the two attempts concluded that "vouchers, a program to bring parents a direct role in the education of their children, never stimulated much interest or involvement on the part of parents . . . Most parents were never turned on by the concept."

A study published in the current issue of Public Interest about the only school system —an elementary district in Alum Rock, Calif.—to actually test the plan, came to the same conclusion. "The voucher idea was simply based on a serious overestimate of popular discontent and demand for change in education," wrote authors David Cohen and Barbara Farrar.

Alum Rock spent four years and $3 million in federal money testing a modified form of the voucher system. But it has now dropped many aspects of the plan, and has changed its name to an "open enrollment program."

"The word voucher is too emotionally charged here," explains school superintendent William Jefferds.

Ironically, both Jefferds and Gary superintendent McAndrew claim that while their brush with experimentation created controversy, it did help their schools over the long run.

Banneker Elementary in Gary, for instance, continued using material its private contractor developed, and two years ago reading and math test scores began to improve dramatically. In Alum Rock, Jefferds claims, schools are more decentralized and parents have a greater voice in school affairs than they did five years ago. "I've heard people call it a failure, but we don't view it that way," he says.

"Who knows," says McAndrew, "in a few years maybe someone will trumpet these things again and we'll all be off running again."

Organized teachers have long recognized that vouchers and performance contracts do not lead to good education. NEA resolution 77-1, as passed this summer by the Association's Representative Assembly, reiterates this concern:

"The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching profession: performance contracting, tax credits for tuition to private and parochial elementary and secondary schools, voucher plans, and evaluations by private, profit-making groups."

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63 JAILED

Franklin, Massachusetts, Teachers Win Bargaining Dispute

FRANKLIN, MASS.—A two-week-long teachers strike ended here September 30 with a dramatic settlement that clarified the rights of seniority for Massachusetts teachers faced with a reduction in force.

The 285-member Franklin Education Association accepted the settlement at a 6 a.m. meeting, and 63 teachers jailed for contempt of court came home.

From the beginning, FEA negotiators stressed they were not on strike for economic issues, but rather for seniority in the face of certain reductions in force, and in the end, it was seniority they received.

Key features of the settlement include:

- Seniority as the first criterion in RIF's, with two exceptions: where the school committee (board) can show just cause in the face of educational needs, and in instances where a teacher received two unfavorable principal evaluations within five years. Impact categories for seniority were broadened to two: K-6 and 7-12. Teachers with multiple certification, who have taught in multiple areas within the past five years, are covered in those areas. In addition, RIF's are arbitrable.
- New language relative to involuntary transfers. The teacher must be given notice of intent of such a transfer, with reasons in writing. The school committee must give due consideration to seniority, teaching area, competence, and evaluations. As in RIF's, all involuntary transfers are arbitrable.
- Salary increases over three years of 4 percent beginning October 1, 1977; 5 percent in the second year; and between 4 and 6 percent (minimum and maximum) in the third year, linked point-for-point with the cost of living. In addition, increments, which the Franklin School Committee had eliminated from its original offers, were restored, retroactive to September 1977. Five salary lanes which the committee sought to exclude were also restored.
- Guaranteed elementary preparation time of 20 minutes per day, minimum.
- Creation of a new sick-leave bank, with carryover of at least 100 days per year. Teachers will contribute one day in each of the first two years to the bank.
- Preservation of existing maternity leave language, which allows teachers to use maternity leave as the first phase of long-term disability leave.
- A complete no-reprisals clause for all FEA members as a result of the strike.

Beth Carlson (left), president of the Franklin Education Association, hugs fellow teacher Tunde Gombas-Haner, just freed from jail.

Marilyn Rapp was one of the teachers jailed because she refused a court order to go back to work.

NOTHING
FOR

Off to jail: Teachers Bob Correia (center) and Don Cotter enter Franklin police cruiser.

The Franklin Strike: Moral Courage on Behalf of All Teachers

Massachusetts Teachers Association President Pat Dunn issued this statement following settlement of the Franklin teachers strike:

After 15 hectic days, more than 60 jailings, and now obligated to a debt of nearly half a million dollars, the Franklin teachers are back in school . . . and despite the trauma and the pain and the debt, they are happy, or more accurately, jubilant.

Teachers everywhere should join them in their jubilation—jubilation that they are free again, that they are teaching again, but mostly jubilation at the moral courage and integrity of these representatives of our profession.

The strike was the most bitter in our state's history. It was painful for the teachers and the town. The strike was also unnecessary—or at least it would have been *if* there had been good faith bargaining by the school committee; *if* the collective bargaining law provided sanctions for school committees who fail to comply with the spirit and intent of the collective bargaining law; *if* a binding arbitration law or other sensible closure options existed.

But these are big "ifs," and when the Franklin teachers saw their contract being stripped and devastated, and after countless delays and stalls, they felt they had no choice and they opted to strike.

Strikes *are* illegal. Some will say that Franklin teachers broke the law, but when you hear this charge, remember that none of the teachers who struck evaded a summons, skipped court, or denied their acts. They did not skulk in the dark and evade the punishment of law, nor were they defiant of the law or the court. Even Judge Greaney said, "This was the behavior of professional people; they did not use the court as a debating forum."

No, the Franklin teachers broke an unfair law because they felt they had no other option, but they did not contest that this is a society of laws.

Instead, they committed their act publicly, surrendered peacefully, and accepted the judgment of the court as citizens obedient to the orderly process of law. I submit that the law was broken, yes, but the Franklin teachers were not law evaders.

On Oct. 1, the MTA Board of Directors adopted, as a priority goal, the passage of legislation which will provide a closure mechanism that will result in the resolution of negotiation impasses which involve employee organizations affiliated with the MTA. During the coming year, we will utilize all of our resources to attain this goal.

NEA Board Advances Plans To Serve Retired Teachers

WASHINGTON, D.C.—The NEA Board of Directors has underlined its concerns for retired teachers. Acting at its September 20-October 1 meeting here, the Board:

- Set up a special committee to study retirement benefits and Social Security
- Directed NEA's lobbying contact teams and Board members themselves to step up the push for a Mobile Teachers Retirement Act
- Voted $25,000 for a special program to identify and recruit retired members.

The Board handled several budgetary items, dropping one day of its NEA Convention meeting and appropriating funds from the contingency fund to cover the reduction in goverance monies made by the 1977 Representative Assembly when it increased the Resolutions Committee budget.

The Board also made other commitments from the contingency fund to cover items for which dollar amounts could not earlier be determined, including teachers' liability insurance, legal fees, and organizing in New York City. The Directors also reallocated a portion of the higher education budget to cover a full-time chairperson for the NEA higher education council.

Among other actions, the Board:

- Approved the largest-ever special services budget (set separately from the regular budget since it receives outside income)
- Approved setting up an insurance trust which will bring NEA's insurance programs under direct Board sponsorship and administration by the NEA executive director
- Approved guidelines for setting up a second state-level affiliate within a state, should the state affiliate wish to cede part of its jurisdiction
- Directed that NEA design new pro-ERA literature
- Approved the initial draft of a proposed attorney referral service for members' nonemployment legal needs
- Called on the Executive Committee to study the needs for special help for locals who have lost bargaining rights
- Directed a new election for a Wisconsin Board seat due to violations of NEA's new campaign practices policies.

Louisiana Teacher Lobbying Nets $1,500 Raises

BATON ROUGE, LA.—A solid year of joint lobbying effort by Louisiana teachers paid off when state legislators and the governor approved a pay increase of $1,500 for teachers and $900 for other school workers and state employees during an August special session.

Working together, the Louisiana Education Association and the Louisiana Teachers' Association, which will merge by December 1, contacted members of the legislature, rallied 20,000 teachers for a massive demonstration last spring, and put on a $10,000 media campaign pointing out that the state's corporate income tax was low compared to other states.

State corporate and personal income tax tables were raised to fund the pay increases.

Carter Signs NEA-Backed Jobs/Training Bill

WASHINGTON, D.C.—President Carter has signed into law an NEA-backed bill launching a variety of job and training programs to help young workers cope with disadvantages in the job market.

The measure (PL 95-93) will test a large number of approaches with one-year demonstration programs. The initiatives generally are expected to focus on "structural" unemployment among youth—attacking such problems as low skills, high school dropout rates, and lack of job information and supportive services.

The law also authorizes a three-year program of conservation-related jobs for persons aged 16 through 23 on public lands.

CCC Model

Modeled after the Depression-era Civilian Conservation Corps, the Young Adult Conservation Corps will be administered by the Department of Labor under a new Title VIII of the Comprehensive Employment and Training Act. The year-round program will complement the existing Youth Conservation Corps, run by the Departments of Agriculture and Interior to provide summer work for teenagers.

Among the many experimental programs envisioned, the bill authorizes pilot projects guaranteeing part-time and summer jobs to disadvantaged youth who stayed in—or returned to—high school. Another new program provides work for youth from all income brackets maintaining or rehabilitating urban neighborhoods and rural areas.

Funding of $1 billion for youth programs was appropriated as part of economic stimulus legislation (HR 4876) in May. Intended to guide these expenditures in fiscal 1978, the youth employment bill left the authorization levels for specific programs open-ended.

Meanwhile, the Labor Department reports that $527 million in planning estimates have been calculated for two of the four programs authorized under PL 95-93. The Youth Community Conservation and Improvement Projects are earmarked for $86.2 million, and $430.8 million is slated for Youth Employment and Training programs.

Requires Consulting

As proposed by NEA, the law requires prime sponsors and statewide program planners to consult with local education agencies, community-based organizations, unions, local federal program agencies, criminal justice systems, and other organizations serving youth as the new projects are developed.

In a related development, the Departments of Agriculture, Interior, and Labor have engaged in an interagency agreement (as required by the law) for administration of the Young Adult Conservation Corps. This $233 million program will involve the recruitment and referral of 22,000 jobless youngsters between the ages of 16 and 23 from various backgrounds. Their jobs will include working on publicly owned lands to preserve and manage plant and animal wildlife; develop, rehabilitate, and maintain recreational facilities; and deal with damage resulting from natural disasters.

Idaho Supreme Court Rules Strike Injunction Not Automatic

BOISE, IDAHO—An Idaho school board which plans to enjoin a strike by its teachers must be prepared to prove that its bad faith at the bargaining table did not provoke the strike, the Idaho Supreme Court has ruled. Teachers also have the right to be heard during the injunction hearing.

In a case involving the Oneida Education Association, an Idaho trial court had permanently enjoined the teachers from striking or picketing the schools, after hearing only the school board's side.

In February 1975, the association requested negotiations with the school board in accordance with the Professional Negotiations Act of Idaho. After many delays and fruitless attempts to reach agreement, the association notified the school board of its intent to strike in October 1975.

At this point the school board sought and received both a preliminary and a permanent injunction in the trial court by claiming that teacher strikes in Idaho are illegal.

In its appeal to the Idaho Supreme Court, the association argued that the school board had failed, neglected, and refused to fulfill statutory bargaining requirements.

In addition, the association cited specific instances of bad faith on the part of the school board, including the board's refusal to meet with teachers on the eve of the threatened strike action.

The Idaho Supreme Court ruled that "mere illegality of an act does not require the automatic issuance of an injunction."

While stating its disapproval of illegal strikes, the state's highest court held that the trial court should have heard the teachers' side before issuing an injunction.

Then, suggested the supreme court, the trial judge might still have issued an injunction against a strike, but might also have required the school board "to engage in the statutorily mandated impasse procedure" at the same time.

Notice of Political Activity Rebate Procedure

A nonmember of NEA who is required to pay an agency shop, fair share, or similar fee which is equivalent to dues of members to an NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity.

As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, or (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professional negotiation, or some other system of employer-employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates.

Request for Rebate

A nonmember may request a rebate by sending a written communication to:

Political Activity Rebate
Office of Affiliate Relations
National Education Association
1201 - 16th Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question. The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

The amount of a nonmember's rebate is determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year. A preliminary determination has been made that during the 1977-78 membership year 3.7 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees.

NEA Board of Directors Roll-Call Vote

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA Reporter. One such vote, taken by the Board at its July 2, 1977, meeting, appears here.

PRELIMINARY BUDGET FOR 1977-78
Motion: McGUIRE-BUTLER

To approve the preliminary budget for 1977-78 as printed for presentation to the 1977 Representative Assembly with a recommendation for its adoption. **CARRIED**

(117—YES, 1—NO, 13—NOT VOTING)

VOTING YES
Butler (AL)
Dotson (AL)
Potter (AK)
Thompson (AR)
Eddy (CA)
Estrellas (CA)
Foglia (CA)
King (CA)
Kuiper (CA)
Logue (CA)
Woodruff (CA)
Bradshaw (CO)
Gates (DE)
Murphy (DC)
Martin (FL)
Myrick (FL)
Cantey (GA)
Husbands (GA)
Wright (GA)
Fujimori (HI)
Ducker (ID)
Estrop (IL)
Loyd (IL)
Mack (IL)
Rich (IL)
Denny (IN)
Hock (IN)
Halliburton (IA)
Mitchell (IA)
Peterson (KS)
Swanson (KS)
Nall (KY)
Pessarelli (KY)
Kelly (LA)
Sanders (ME)
Jones (MD)
Washington (MD)
Flanagan (MA)
Gilmore (MA)
Johnson (MA)
Schutt (MA)
Christian (MI)
Duckworth (MI)
Jackson (MI)
Safronoff (MI)
Bauermeister (MN)
Frelix (MN)
Holman (MN)
Woods (MS)
Keeling (MO)
Johnson (MT)
Kriha (NB)
Conrad (NV)
Murphy (NH)
Blackburn (NJ)
Gibson (NJ)
Neblett (NJ)
Parish (NJ)
Stilwell (NJ)
Smith (NM)
Burke (NY)
Carden (NY)
Hedstrom (NY)
Koblitz (NY)
Pisa (NY)
Washington (NY)
Johnson (NC)
Jones (NC)
Lewis (NC)
Dickau (OH)
McDonald (OH)
Traxler (OH)
Willcox (OH)
Wilson (OH)
Fulton (OK)
Harrison (OR)
Lawrence (OR)
Jewett (OV)
Angle (PA)
Burse (PA)
Farr (PA)
Fox (PA)
Freitag (PA)
Hackett (PA)
Velez (PR)
Cooper (SC)
Taylor (SC)
Horgen (SD)
Lewis (TN)
Pike (TN)
Utley (TN)
Avila (TX)
Devers (TX)
Hunt (TX)
Pendergrass (TX)
Reininger (TX)
Canning (UT)
Chaffee (VT)
Coffey (VA)
South (VA)
Armbrust (WA)
Aucutt (WA)
Keeney (WV)
Blank (WI)
Niemeier (WI)
Pyle (WI)
Fitch (WY)
Benson (Member-at-large)
Sproul (Member-at-large)
Tate (Member-at-large)
Bowser (EC)
Harrison (EC)
Lipscomb (EC)
Woodard (EC)
McGarigal (EC)
McGuire (EC)
Ryor (EC)

VOTING NO
Kolsrud (ND)*

NOT VOTING (includes nonrespondents and absentees)
Rochford (AZ)
Tinson (CA)**
Boggs (CO)
Bell (CT)
Rossomando (CT)
Kosa (MI)**
McCaffery(NY)
Dyer (OK)
Mello (RI)**
Stephenson (TX)
Moody (VA)
Marks (EC)***
Wynn (EC)***

* Roger Kolsrud (ND) voted in the negative and submitted the following statement:

"My rationale is that following the Open Hearing, the Program and Budget Committee did not seriously consider the input of the speakers at that Hearing."

** Lois Tinson (CA), Mary Kay Kosa (MI), and George Mello (RI) were absent on Association business.

*** Elaine Marks and Lauri Wynn, Executive Committee, were absent at the time of the Roll-Call Vote and requested that their affirmative positions be recorded.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Required by 39 U.S.C. 3685)

1. Title of publication: NEA REPORTER
   A. Publication no.: 375640.
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6. Name and complete address of publisher and editor.
   Publisher—Susan Lowell (same address as above).
   Editor—Marshall O. Donley, Jr. (same address as above).
7. OWNER **(If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):** National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.
9. For completion by nonprofit organizations authorized to mail at special rates (Section 132.122, PSM): The purpose and function, and nonprofit status of this organization and the exempt status for federal income tax purposes have **not** changed during preceding 12 months.
10. Extent and nature of circulation:

	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
A. Total No. Copies Printed **(Net Press Run)**	1,735,819	1,763,870
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales	———	———
2. Mail Subscriptions	1,665,128	1,748,466
C. Total Paid Circulation **(Sum of 10B1 and 10B2)**	1,665,128	1,748,466
D. Free Distribution by Mail, Carrier or Other Means. Samples, complimentary, and other free copies	31,766	7,654
E. Total Distribution **(Sum of C and D)**	1,696,894	1,756,120
F. Copies Not Distributed		
1. Office Use, Left-Over, Unaccounted, Spoiled after printing	38,925	7,750
2. Returns from New Agents	———	———
G. Total **(Sum of E & F1 and 2—Should equal net press run shown in A)**	1,735,819	1,763,870

11. I certify that the statements made by me above are correct and complete.
    Marshall O. Donley, Jr., **Editor**
12. For completion by publishers mailing at the regular rates (Section 132.121, Postal Service Manual): Not applicable.
    39 U.S.C. 3626 provides in pertinent part: "No person who would have been entitled to mail matter under former section 4539 of this title shall mail such matter at the rates provided under this subsection unless he files annually with the Postal Service a written request for permission to mail matter at such rates."
    In accordance with the provisions of this statute, I hereby request permission to mail the publication named in Item 1 at the phased postage rates presently authorized by 39 U.S.C. 3626: Marshall O. Donley, Jr., Editor.

Maehling Fellowships Stress Local Association Action

WASHINGTON, D.C.—Individual classroom teachers, groups of teachers within the same school system, and local associations may apply until December 1 for 1978 Hilda Maehling Fellowships awarded by NEA.

Fellowship grants are awarded mainly for the potential impact of the proposed project on the association or teachers. Awards may also be granted for professional improvement or development of professional tools and techniques.

In the past, individual grants have usually ranged from $500 to $2,500.

Fellowship recipients are selected by a committee of the NEA Board of Directors. Announcement of recipients is made in April.

Applications and further information may be obtained by writing to the Hilda Maehling Fellowships at NEA Center.

NEA Recommends Opera Series

NEW YORK CITY—NEA is recommending a televised Metropolitan Opera series that begins on Monday, November 7.

The series will be broadcast live over the Public Broadcasting System at 8 p.m. (eastern time—check local listings for the time in your area). The performances will be simulcast in stereo on FM radio stations in major cities, with Tony Randall the host.

The first telecast, the Metropolitan's new production of Verdi's "Rigoletto," will include among the cast Ileana Cotrubas as Gilda, Florence Quivar as Maddalena, Cornell MacNeil in the title role, Placido Domingo as the Duke, Justino Diaz as Sparafucile, and John Cheek as Monterone.

The second telecast—scheduled for Thursday, March 16—will be Mozart's "Don Giovanni," with Joan Sutherland as Donna Anna and James Morris in the title role.

Later in the season, James Levine will conduct a double bill of Mascagni's "Cavalleria Rusticana" and Leoncavallo's "Pagliacci."

Florence Quivar, mezzo-soprano, sings Maddalena in the Metropolitan Opera's telecast of Verdi's "Rigoletto" on Monday evening, November 7. NEA recommends this telecast, part of a PBS series.

NEA Urges U.S. Supreme Court:

Allow Pregnant Teachers To Use Sick Leave

WASHINGTON, D.C.—The National Education Association has filed an amicus curiae (friend of the court) brief with the U.S. Supreme Court here urging that a teacher be allowed to use her accumulated sick pay for maternity leave.

The case, on behalf of Richmond, California, teacher Sonja Lynn Berg, was argued orally before the Court last month. A decision is expected during the 1977-78 Court term.

Berg was forced to quit teaching at the beginning of her seventh month of pregnancy, and then denied sick pay. NEA believes that Title VII of the Civil Rights Act of 1964, as amended in 1972, forbids a school district to take these actions.

The U.S. Court of Appeals for the Ninth Circuit ruled in favor of Berg, but the school district appealed to the U.S. Supreme Court.

NEA distinguished this case from a 1976 adverse U.S. Supreme Court decision (*General Electric Co. v. Gilbert*), which held that an employer could treat pregnancy differently from other disabilities for insurance purposes.

In this case, NEA's brief noted, the Richmond school district "imposed much stricter standards and procedures on pregnant teachers desiring to continue working than were imposed on teachers with any other physical condition."

In addition, NEA urged, paid sick leave, unlike disability insurance, should be considered part of an employee's salary.

NEA Scholarship Deadline February 1

WASHINGTON, D.C.—This year's $2,000 William G. Carr Scholarship will be awarded to an officer or a staff member of a local or state professional organization in the United States for graduate education designed to improve some aspect of professional association work. Deadline for applications is February 1, 1978. The winner will be announced in May.

Purposes of the program are to develop leadership in the teaching profession, to promote international education, and to strengthen independent professional organizations.

Arnold Hetzer, a Connecticut teacher, winner of last year's scholarship, is studying teacher organizations in Scotland.

Write to William G. Carr Scholarship Award at NEA Center for applications and related information.

Perseverance Pays in Pulaski County, Arkansas

PULASKI COUNTY, ARK.—Teachers here really believe in that old folk saying: If at first you don't succeed, try, try, try again. After trying for over a year, the Pulaski Association of Classroom Teachers was unanimously recognized as the teachers' bargaining agent, with negotiations arrangements to be worked out.

In July 1976, the Pulaski County School Board cancelled its bargaining agreement and its recognition of PACT as bargaining agent when negotiators failed to reach agreement on binding arbitration.

Hitting back, PACT defeated two school board members this March, replacing them with pro-teacher candidates. However, even with that support, PACT failed to get recognition: the school board deadlocked four to four following an all-night meeting in April.

What turned the other four board members around by August 9, 1977? "Lots of hard, quiet work, and our willingness not to insist on the old negotiations procedure," according to PACT Executive Director Del Smith.

PACT President Sam Stueart told the press following the school board's vote, "We consider this an act of good faith on the part of the board and anticipate that PACT will continue to work diligently for the betterment of education."

In a first for Pulaski County, the five teachers working out negotiations procedures for the association are getting release time of up to two hours (depending on how far they have to drive) to attend weekly sessions with school board negotiators.

The school board has tentatively agreed to give PACT exclusive representation of the county's 1,300 teachers, subject to ratification by both sides. Smith expects agreement may be reached sometime in November upon items subject to negotiation, who will be on the negotiation team, contract length, ratification procedures, impasse resolution, and no reprisal language.

Then the real bargaining can start.

AMERICAN EDUCATION WEEK, NOVEMBER 13-19, 1977

WORKING TOGETHER FOR EDUCATION

Sponsors:

- United States Office of Education
- National Education Association
- National Congress of Parents and Teachers
- The American Legion

Puerto Rico Professors Favor Collective Bargaining

"I was afraid of collective bargaining but now I believe it is the only way for us."

SAN JUAN, PUERTO RICO—About 25 professors from the University of Puerto Rico and Puerto Rico Junior College gave up their Labor Day weekend to attend a workshop on collective bargaining—a sacrifice considering how unpopular the subject has been here among professionals.

Nevertheless, while all around them were enjoying the sun and surf, these few dedicated but somewhat skeptical professors shut themselves in a hotel meeting room for two and a half days to listen and interact with collective bargaining experts.

The workshop, sponsored by NEA and its affiliate, the Asociacion de Maestros de Puerto Rico, featured Jim Davenport, chair of NEA's Higher Education Council; Awilda Aponte Roque, AMPR Executive Secretary; and Sal Varela and Sally Potter, NEA staff trainers.

"Things Unprofessional"

In the beginning, the professors associated collective bargaining with strikes, illegal practices, and "things unprofessional."

"I was convinced that professionals should stay out of collective bargaining," said Rosita R. Zurinaga, associate professor at the University of Puerto Rico. "I had seen laborers on strike and their uncomely behavior . . . I just couldn't see teachers doing such things."

Halfway through the workshop, however, attitudes began to change. After listening to presentations by Davenport and Aponte, and after participating in exercises designed by Varela and Potter, the professors realized that their prevailing negative attitudes stemmed from a lack of knowledge about collective bargaining procedure. They had believed collective bargaining was a conflict-causing process rather than a conflict-resolution process.

Attitude Changed

"I never would have believed that my attitude would change after a two-and-a-half-day workshop on something that I felt so strongly against," said Zurinaga. "I feel now that I'm in a position to talk to and persuade some of my colleagues to change their attitudes toward collective bargaining."

Other post-workshop comments were similar:

"I was afraid of collective bargaining but now I believe it is the only way for us," said Maria de los A. Rios, Ph.D., associate professor, College of Education, University of Puerto Rico.

"Now that I know that collective bargaining can enrich our working atmosphere and now that I have been informed and oriented to deal with this issue in a professional way, I now favor collective bargaining," said Isidra Albino, president of the AMPR's local association at the University of Puerto Rico (Rio Piedras).

"I now believe in collective bargaining because I have learned that it is a democratic process of solving conflicts among human beings instead of creating them," said Oscar Arana of the University of Puerto Rico.

Isidra Albino (right), president of AMPR's local at the University of Puerto Rico at Rio Piedras, questions Jim Davenport on a point he made during his speech.

AMPR Executive Secretary Awilda Aponte Roque (standing right), formerly a university professor also, explains the merits of collective bargaining to her colleagues.

PUERTO RICO
SHERATON

Jim Davenport, chair of NEA's Higher Education Council, explains the collective bargaining process. "Bargaining not only produces a working relationship, but also preserves the dignity of teachers and the profession," he told the university professors.

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SCHOOLING THE HANDICAPPED

How NEA teachers around the nation are preparing for the disabled children a new federal law will bring into the schools.

● Gathering in Louisville, Kentucky, NEA teachers from 13 Southern and Midwestern states ask "What Does the New Law Mean?" and "How Will I Cope?"
page 8

● Teacher-leaders, meeting at NEA Center, plan a series of nationwide January-February-March conferences that will include sessions on the impact of the new federal law on the handicapped. **page 8**

● At NEA hearings in Des Moines, teachers and parents tell how transportation and other problems limit the schooling of isolated rural children who are disabled. **page 10**

● Teachers in Massachusetts—where state law has required schooling of the handicapped—tell how it can be done. They suggest what the nation can expect under the new law and what the problems may be. **page 12**

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Teacher-Backed Candidates Win Off-Year Elections

Seattle's new mayor, Charles Royer (right), won his 57 percent margin of victory with the support of the Seattle Teachers Association. With Royer is Dick Croll, STA's executive director.

Teachers backed pro-education candidates for governor, mayor, and the state legislature in last month's off-year elections, racking up a number of strategic victories.

New Jersey

In New Jersey, Democratic Governor Brendan Byrne, endorsed by NJEA-PAC, overcame stiff opposition as the man who instituted the state's first income tax (used to pay for a court-ordered refinancing of N.J.'s public schools). He won by 57 percent of the vote.

Speaking at the New Jersey Education Association's convention two days after the election, Governor Byrne joked, "I want you to know that I had planned to come here in any event." He continued, "I look forward to four years of working with you to find constructive solutions to our problems."

In addition, 71 percent of the candidates endorsed by New Jersey teachers in state legislative contests were elected (72 out of 101).

Seattle

In Seattle, teacher-backed candidate for mayor Charles Royer swept to victory with a 57 percent margin over his opponent.

Royer, a television commentator endorsed by the Seattle Teachers Association, made the closing of elementary schools due to levy failures a major campaign issue.

He was encouraged to run by former NEA government relations specialist Monroe Sweetland, whose biography Royer was writing.

Royer knows education: he served for two years as president of a school parent-student-teacher association, and his wife Rosanne teaches Russian at Seattle area high schools.

Virginia

Virginia teachers worked long and hard for populist Democrat Henry Howell, but he lost his third attempt for governor to Republican John Dalton, who opposes collective bargaining (ruled illegal by the Virginia Supreme Court in the absence of specific legislation).

Some consolation came, however, from the victories of candidates endorsed for lieutenant governor (Democrat Charles Robb, son-in-law of the late President Lyndon Johnson) and attorney-general (Republican J. Marshall Coleman).

In addition, 86 percent of the candidates backed by Virginia-PAC for the state legislature—37 out of 43—were victorious.

Typical was newly elected northern Virginia delegate James Almand's comment: "Arlington teachers were in the forefront of my campaign at every level—on the phone, at the polls, stuffing envelopes, putting up poll signs, and managing and being treasurer of my campaign."

Kentucky

Kentucky teachers also did well in state legislative races, garnering a 92 percent victory score. Of 13 state senators endorsed by KEPAC, 12 won; of 68 endorsed house members, 62 won.

Michigan College Told To Rehire 13 Association Activists

Leon Isagholian (left), president of the Shaw College Professors Association, and MEA-NEA UniServ Director Al Gaiss hold a copy of an NLRB order directing the college to bargain with professors in good faith.

DETROIT—Attempting to win a first contract for the 60 faculty at Shaw College, a small private institution here, the NEA/Michigan Education Association-affiliated Shaw College Professors Association has spent some 500 hours at the bargaining table since winning a representation election in October 1975.

In May 1976, the college president fired 13 faculty, including just about the entire leadership of the association. With legal help from its state affiliate, the beleaguered local filed an unfair labor practice charge.

A National Labor Relations Board administrative law judge initially ordered three of the professors reinstated and directed the college to bargain with the association over the remaining 10 dismissals. Instead of complying, the college appealed to the full NLRB.

Now a three-member NLRB panel has ruled unanimously that Shaw's refusal to bargain in good faith can be remedied only by "unconditional" reinstatement of all 13 faculty with back pay plus 7 percent interest. The NLRB has indicated it may go to court if necessary to force compliance.

"The college strategy has been to wear out the association, frighten and demoralize its members, and phase out the collective bargaining process—but we're there to stay," says Leon Isagholian, who has remained SCPA president and chief negotiator while teaching part-time at Wayne County Community College to make ends meet since his illegal dismissal. "We'll get a contract for the faculty."

Meanwhile, in elections this fall at two other small private colleges, the Michigan Education Association has been chosen the bargaining agent for faculty at the Detroit Institute of Technology and Baker College of Business.

nea reporter

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NEA Legislative Drive Blocks Mandatory Social Security Coverage for Teachers

The provision would have affected some 600,000 teachers in 12 states who are covered under special retirement plans.

WASHINGTON, D.C.—A major legislative drive by NEA, its affiliates, and several other public employee groups convinced the U.S. House of Representatives last month to reject a Ways and Means Committee proposal to require Social Security coverage for all teachers and other state and local government employees.

The provision, in a bill to strengthen Social Security financing, would have affected some 600,000 teachers in 12 states who are covered under special retirement plans rather than Social Security.

NEA asserted that it would be "unconscionable" for the Congress to force teachers and other workers under Social Security "without first knowing the precise impact of this decision on the retirement plans for each group of employees."

NEA policy states that Social Security should be available to eligible teachers where desired, but not mandated.

The amendment supported by NEA to strike mandatory coverage passed by a vote of 386 to 38. The new provision, offered by Rep. Joseph Fisher (D-Va.), calls for a two-year study of the whole issue of integrating other retirement systems with Social Security and the drawing up of a comprehensive plan for future action. The study would be done by the Civil Service Commission, the Departments of the Treasury and Health, Education, and Welfare, and the Office of Management and Budget.

NEA and its state and local affiliates in the states that would have been affected mounted an intensive drive in favor of the Fisher amendment both through lobbying directly on Capitol Hill and a grass-roots campaign from Representatives' home districts.

NEA also expressed its concern directly to the White House, and the day before the vote HEW Secretary Joseph Califano sent a letter to every Member of the House announcing that the Carter Administration supported the Fisher amendment. "We believe this is a complex matter that deserves careful study first," Califano said, "and an opportunity for the Congress to consider on what terms coordination of the different systems might best be accomplished, and an opportunity for the millions of affected [federal, state, and local] employees to express their views."

The Administration also agreed with NEA on another amendment, which would have eliminated Social Security's standby authority to borrow from the Treasury when fund reserves fell below a specified level. The amendment was defeated, as NEA had urged.

The House approved the amended Social Security bill by a vote of 275 to 146.

Meanwhile, the Senate has passed its own version of the measure. As approved by a vote of 45 to 22, the Senate bill does not contain a compulsory coverage provision. The Senate approach is to strengthen the system by raising tax rates and maximum wage bases (as the House did), with the increase in taxes falling proportionately higher on employers than on workers. The Senate and House versions also differ on the amount of money a Social Security retiree may earn before benefits are reduced.

Differences between the two versions will have to be ironed out by a House-Senate conference committee, whose agreement must be approved by both chambers.

Age Discrimination Battle

Another retirement-related measure of concern to teachers is the amendments to the Age Discrimination Act of 1967 (S 1784).

Both House and Senate have passed the bill, which would raise the age at which most Americans can be forced to retire from 65 to 70.

The Senate version of the bill originally would have exempted all teachers—K-graduate school—from this more flexible retirement age. NEA labeled this exemption "blatantly discriminatory" and succeeded in getting the exemption of K-12 teachers dropped when the bill came up for a vote in the Senate.

Exemption of tenured higher education faculty remains, however, and lobbying is continuing to also remove that language in the House-Senate conference that will try to resolve differences between the House and Senate bills.

The House bill does not discriminate against teachers. The determination of some Senators to retain the exemption of tenured higher ed faculty apparently stems from a misunderstanding of tenure and a belief that the only way to make room for "new blood" in academia is forced retirement.

Virginia Congressman Joseph Fisher (left) submitted a key amendment that killed a provision in the Social Security Finance Bill that would have forced into the Social Security system teachers not now covered. NEA and its affiliates mounted a massive campaign, in Washington and in Representatives' home districts, for the Fisher amendment, which passed by a vote of 386 to 38. With the Virginia Democrat above are NEA lobbyists Gail Bramblett and James Green. Fisher told the NEA staffers that "the overwhelming support we had would not have been possible if you had not spread the word to your members around the country and worked so hard here on the Hill."

Several representatives of NEA joined politicians, rights leaders, and others this fall in a New York program in honor of Martin Luther King, Sr., father of the late civil rights leader. Above, United Nations Ambassador Andrew Young (left) talks with NEA Executive Director Terry Herndon (right) and NEA Regional Director James Williams during the evening.

NEA President John Ryor talks with Bella Abzug during the Martin Luther King, Sr., testimonial. Abzug, a former Congresswoman, ran for mayor of New York City this fall.

Education Community Joins NEA
a Department of Education

WASHINGTON, D.C.—Broad support for the NEA drive for a Cabinet-level U.S. Department of Education surfaced here this fall.

The support was most visible during hearings held by Sen. Abraham Ribicoff's Government Affairs Committee, which drew a two-day array of pro-Department testifiers. They included every U.S. Commissioner of Education since HEW became a federal Department, representatives of nearly every major national education organization, a group of academic authorities, and other U.S. Senators.

Senator Ribicoff had announced that further hearings will be held soon after the start of the new year.

Comments by many of the pro-Department spokespersons appear here with their photos.

Meanwhile, a bipartisan group of U.S. Representatives has sent a letter to President Carter in support of the Cabinet-post concept (see story at right).

NEA urges members to write to the President, asking him to support an Education Department. Write to: The Honorable Jimmy Carter, The White House, Washington, DC 20500.

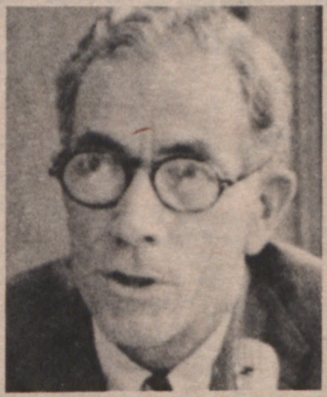
Grace Baisinger

President, National Congress of Parents and Teachers
Co-Chair, Citizens Committee for a Cabinet Department of Education

"The establishment of a separate Department of Education is the necessary and best assurance that the education of the nation's children will receive the planning and attention of a national priority—of the greatest importance in its own right."

Senator Claiborne Pell D-Rhode Island

Chairman of Subcommittee on Education, Arts, and the Humanities



"Education funding is 'artificially kept down' by HEW because a major portion of federal dollars must be allocated for uncontrollable domestic programs such as social security and medicare which 'creep up' annually. Taking education out of HEW would allow it to be judged on its own merits when the government carves the budget pie."

Carl Marburger

Director,
National Committee for Citizens in Education

"Of all the excellent arguments made here for creating a separate Department of Education, the most important is that vesting in one official and one Cabinet-level agency the responsibility for all major education programs will make it easier for the ordinary citizen or parent to bring his or her concerns to bear upon the government."

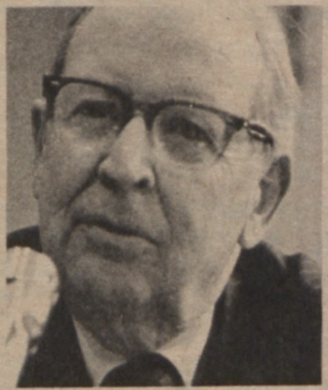
Joanne Goldsmith

National Association of State Boards of Education

"Clearly education needs a more visible and prestigious spokesperson who would reflect the high national priority of education and its impact on society. The $10.3 billion education budget for FY 1978 represents more dollars than the budgets for the Departments of State, Interior, Commerce, and Justice, as well as the new Department of Energy—all of which are separate Cabinet-level Departments."

Samuel Brownell

Professor Emeritus,
Yale University
(Commissioner of Education 1953-1956)



Brownell, the first commissioner to serve under the present HEW structure, asked that the proposed legislation be strengthened to add "safeguards" to limit the new Department from usurping state and local responsibilities.

Sterling M. McMurrin

Dean of the Graduate School of the University of Utah
(Commissioner of Education 1961-62)

"It is time now to make the decisive move that S 991 will make, to create a Department of Education that will bring into governmental affairs the recognition of education that is enjoyed by such segments of our national life as labor, commerce, housing, transportation, and energy."

Frank Keppel

Director for the Program on Education, Aspen Institute Studies, Harvard University (Commissioner of Education 1962-66)

"Creation of a Cabinet-level Education Department would make it possible for the Secretary to have a special staff to deal with state and local education agencies."

in Battle for

Samuel Halperin
Director, Institute of Educational Leadership

Stephen K. Bailey
Professor of Education and Social Policy,
Harvard University

Rufus E. Miles Jr.
Woodrow Wilson School of Public Affairs, Princeton

DR HALPERIN
DR BAILEY
DR MILES

". . . Education competes, too often unsuccessfully, for attention. . . . Such perenially imperative issues as welfare reform, national health insurance, and social security, among others, inevitably occupy center stage [at HEW]."

"HEW . . . is unmanageable. The HEW Secretary's legitimate concern with medical care and welfare reform, two areas of pressing national priority, cannot help but skew his attention away from the needs and problems of education."

"A Cabinet podium is a junior 'bully pulpit'. . . . Cabinet status would actually elevate the standing of education as a social purpose in the minds of the American people."

Senator Sam Nunn, D-Georgia
Member of Governmental Affairs Committee and Co-Sponsor of S 991
(At right is Sen. Abraham Ribicoff, chairman of the committee).

"Nothing is more important than the education of our citizens. If education is so crucial to the success of our nation as a whole, then let's accord it the status and attention it really deserves. By taking education out of the ever-growing, massive HEW Department, the federal government will have a single, strong voice to meet our future education challenges."

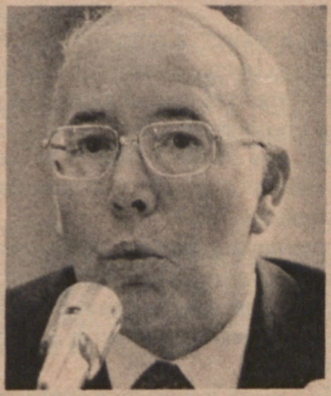
Harold Howe II
Vice President for Education and Research, Ford Foundation (Commissioner of Education 1966-68)

"It is important, in my view, that any move to a new Cabinet-level Department of Education reflect [an] enlarged view of the subject and bring within the new Department federal activities that such a view would suggest."

Sidney P. Marland Jr.
President, College Entrance Examination Board (Commissioner of Education 1969-72)

"As an educator for some 40 years, both in and out of government, I have held to the need for a separate Department of Education."

Terrel H. Bell
Commissioner of the Utah System of Higher Education (Commissioner of Education 1974-76)



"Education decision-making in HEW is actually made by a cumbersome management structure . . . each of four Assistant Secretary units staffed with several hundred staff members—there are more than 6,000 employees . . . the task of getting decisions made is no small challenge."

Bipartisan Support Grows for Cabinet Post

Bipartisan Congressional support for a separate Department of Education gained momentum in the House of Representatives this fall as 48 Representatives petitioned President Carter to follow up on his commitment to establish the Cabinet-level post.

In a letter to the President, the House members said that problems confronting the nation's schools "are smoldering from the lack of direction, coordination, and effective administration at the federal level.

"It is our feeling that education must have a voice that is sustained and concentrated at the point where opportunity can be funded and channeled equally to all our citizens," said the Representatives.

They likened the need for a Cabinet-level education post to that of the establishment earlier this year of a Department of Energy.

"As was so aptly demonstrated recently, the first step in creating a sound and effective energy policy was the creation of a vehicle which would facilitate coordination and administration of the programs so badly needed, sorely lacking, and unmanageably distributed," the House members stated. "The same situation applies to our education policy."

The pro-education Department Congresspersons noted that there are more than 40 federal departments, agency, and bureaus with "no single agency" having the authority to administer some $10 billion in education programs.

"We have a national problem in improving education," the Representatives told the President. "It makes sense to appoint one person and establish one governmental body to deal with that problem effectively."

The petition was coordinated by Rep. David E. Bonior, D-Mich., and includes 37 Democrats and 11 Republicans. Many other House members were expected to join in the effort, asking President Carter to support a separate education Department as part of his reorganization of government.

Other Democrats who signed the petition are: Clifford Allen, Tenn.; Alvin Baldus, Wis.; Berkley Bedell, Iowa; James Blanchard, Mich.; William Brodhead, Mich.; Bob Carr, Mich.; Cardiss Collins, Ill.; John Conyers, Mich.; David L. Cornwell, Ind.; Baltasar Corrada, Puerto Rico; Thomas Downey, N.Y.; Bob Edgar, Pa.; Joshua Eilberg, Pa.; Billy Lee Evans, Ga.; and John J. Flynt, Jr., Ga.

Also, Dan Glickman, Kan.; Albert Gore, Tenn.; Michael Harrington, Mass.; Martha Keys, Kan.; Dale E. Kildee, Mich.; Marilyn Lloyd, Tenn.; Abner Mikva, Ill.; George Miller, Calif.; Parren J. Mitchell, Md.; Austin Murphy, Pa.; Richard Nolan, Minn.; Edward W. Pattison, N.Y.; Robert A. Roe, N.J.; Pat Schroeder, Colo.; Fernand J. St. Germain, R.I.; Bob Traxler, Mich.; Jim Guy Tucker, Ga.; Bruce F. Vento, Minn.; Henry A. Waxman, Calif.; and James Weaver, Oreg.

Republican petitioners are: John Buchanan, Ala.; John J. Duncan, Tenn.; Hamilton Fish, Jr., N.Y.; Benjamin A. Gilman, N.Y.; William F. Goodling, Pa.; Margaret M. Heckler, Mass.; Jim Leach, Iowa; Marc L. Marks, Pa.; Carl D. Pursell, Mich.; Paul S. Trible, Va.; and Don Young, Alaska.

Meanwhile, several House members, including Flynt and Roe, have introduced legislation calling for legislation giving education Cabinet status. They include Carl Perkins, D-Ky., chairman of the House Education and Labor Committee; Floyd Spence, R-S.C.; Albert Quie, R-Minn.; Cecil Heftel, D-Hawaii; and Larry Pressler, R-S.D.

Eight of the above Representatives also sent letters earlier to the President in support of a Cabinet-level post for education. They are: Nolan, Mikva, Young, Vento, Bedell, Quie, Heftel and Pressler.

Further, 16 other House members previously wrote letters to Carter calling for a separate Department of Education. They are: Democrats Marty Russo, Ill.; Tom Bevill, Alabama; Daniel Akaka, Hawaii; Allen Ertel, Pa.; Mendell Davis, S.C.; Bob Leggett, Calif.; Jim Wright, Texas; Dan Daniel, Va.; Tom Harkin, Iowa; Jerry Patterson, Calif.; William Ford, Mich.; Tom Steed and Jim Jones, both of Oklahoma. Republicans are Jim Abdnor, S.D.; Tim Lee Carter, Ky.; and Bill Frenzel, Minn.

NEA is recommending an NBC-TV movie that tells the story of Wilma Rudolph, a black athlete who overcame what seemed insurmountable odds to become an Olympic gold medalist. Rudolph (right) is shown giving pointers to actress Shirley Jo Finney, who portrays her in the film, which also stars Cicely Tyson. "Wilma" will be shown 9-11 p.m. December 19 (Eastern time).

NEA Focuses on Indian Awareness

NEA has sponsored a number of programs to promote awareness of the human rights of Indians.

On November 24, John Olguin, NEA Teacher Rights staff member, participated in the CBS-TV "Morning Break." Accompanied by representatives of the National Congress of American Indian, National Advisory Council on Indian Education, and the HEW Office of Indian Education, the panel discussed issues and concerns related to Indian education and culture.

NEA Teacher Rights also has conducted two Minority Involvement Programs in cooperation with the Montana Education Association and the Arizona Education Association to increase involvement of Indian teachers in the United Teaching Profession.

NEA is encouraging support for the film "Three Warriors." It will be shown to Arizona Education Association's Critical Issues Conference on December 2 and Oregon Education's President Bob Jackson praised the film at its premier showing at Warm Springs Indian Reservation November 12.

"Three Warriors" recounts the relationship of a 13-year-old Indian boy, Michael, who has lived seven years in a city ghetto, to his aging grandfather whom he has returned to the reservation to see. Michael learns to value his Indian heritage, respect the warrior ways of his grandfather, and bridge the gap between his urban experience and tradition.

Shot entirely on location in Oregon's forestland and in the village of Simnasho on the Warm Springs Indian Reservation, the film was conceived and co-produced by Sy Gomberg. For the past four years, Gomberg has been investigating the legends, history, and efforts being made to preserve Apache heritage.

Florida Teacher Advocate Wally Orr Speaks His Mind

"We don't have too many teachers. What we have is classrooms that are too crowded, and teachers who are overworked and underpaid."

"I've been a waiter, a migrant worker, a janitor, a cook—I've even been a chauffeur and a butler, but the most interesting and challenging job I have had is the one I have right now." Wally Orr, a Florida teacher, has climbed from that background to become president of the 30,000-member Florida Teaching Profession-NEA.

Coming from such a diverse background, Orr has something of a window on the world of work, and it is from that perspective that he talks about his work in the classroom and with Florida's largest teacher organization.

Orr, who is a work experience coordinator in Broward County, was elected president of FTP-NEA last April during the annual Representative Assembly.

When the University of Miami was desegregated in the early 1960's, Orr was one of the first blacks to enroll. Orr earned his degree in business education just two-and-one-half years later. For the past 12 years, he has been a classroom teacher in Broward County.

As a work experience coordinator, Orr has had more contact with the work world than many teachers, which he says has helped him define some of the goals he views for FTP-NEA. His students, many of whom are potential dropouts, have taught him, he says, the value of trust, something he feels FTP-NEA members need to encourage both inside the organization and in their classrooms.

"Those kids have been turned off by everything," he said. "They have failed, some of them have been kicked out by their parents, and they don't even believe in themselves any more." Orr believes that what you have to do to reach students these days is to talk to them straight, let them know you care about them as individuals, and build their confidence in themselves as rapidly as you can. "When they see you mean what you say, they begin to respond," he said.

Orr got involved in the Broward Classroom Teachers Association as soon as he got involved in teaching. "I was a building representative in 1967, and there was a strike that year. After the strike, the building chairperson was one of those who didn't return to work, and I was asked to take that position," he said.

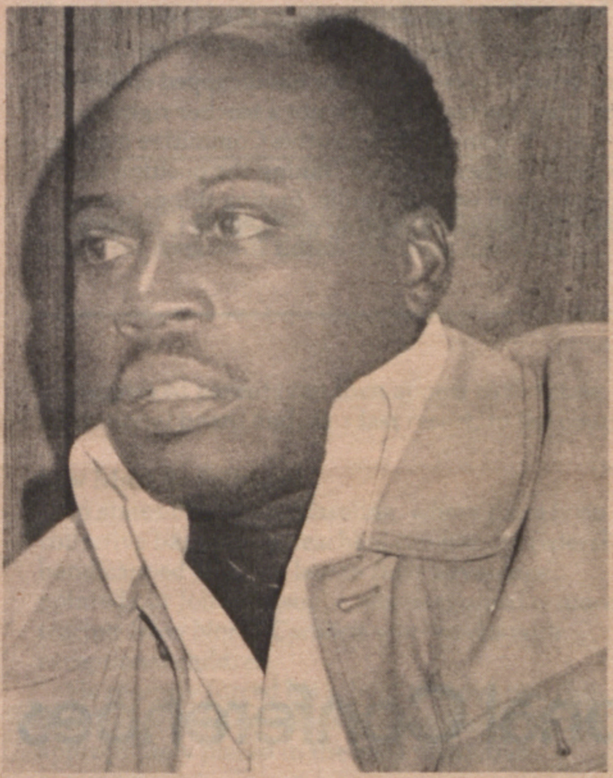
In 1969, Orr ran for the executive board in Broward County and served as chairperson of the negotiations team, vice-president of the CTA, and then as president of the county organization. He was elected vice-president of FTP-NEA and served in that capacity before becoming president this year.

"I've been involved in professional organizations from the start," Orr said. "I had a professor in college who told me that you must work to get things changed from within an organization, and it was sound advice—advice I'd give to any beginning teacher."

Asked what his major goals in office were, Orr said he wanted to achieve an improved, more realistic image of teachers. "We have to stick together and use our political clout to gain the changes

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women



teachers want and need to bring education in Florida up to par. We need to form a partnership with the public to improve the decision-making process so all education can benefit."

In addition to improving the image of teachers, Orr said he wanted to see FTP-NEA become the single most important voice for teachers in Florida. "We're already the largest teacher organization in Florida, and I want to see us become the only one," he said.

On standardized testing, including Florida's new functional literacy test.

"I have some fundamental reservations about those standardized tests. Most of them were developed sometime around 1940, and some haven't been updated for over 16 years. Schools have changed, students have changed, and society has changed drastically in 16 years.

"Actually, I prefer teacher-made tests because the teacher is the only person who knows what has been or ought to be taught in his/her classroom. When you begin to focus on passing a test to determine who gets a high school diploma, then students will want to learn what's on the test—not what they have to know to succeed in the world."

On competency-based certification

"What I think we need is a professional standards act that will allow teachers to set their own criteria for entrance into the profession, as well as reasons for expelling someone from it. When that happens, we can come to terms with the problems in certification as well as accountability."

> **"We have to stick together and use our political clout to gain the changes teachers want."**

On discipline

"To have effective teaching, indeed effective anything, we need discipline. The best kind, of course, is self-discipline, and if we can help students develop that, we have won half the battle."

On overabundance of teachers in the job market

"We don't have too many teachers. What we have is classrooms that are too crowded, and teachers who are overworked and underpaid."

On funding for education

"There's a lack of commitment on the part of citizens in this state to education as regards funding. So I feel it's up to us to let the public know how we feel about the low priority education has in Florida."

On teaching values

"With the deterioration of the family and the dearth of areas where students can learn of social and moral values, teachers are going to face that problem more and more often."

On accountability

"Teachers are accountable. They want to be. However, since they have been given a job to do, they also want to have some input about what results should be expected. Teachers need to be able to specify what tools are necessary to do the job as they see it, and it is up to teachers and parents to see that they get that choice. Politicians aren't likely to move until the parents and teachers do."

On the back-to-basics movement

"We don't need a back-to-basics movement—we never stopped teaching the basics. Reading, writing, arithmetic—they're the backbone of any system and we've always had to concentrate on those things. Perhaps some parents look at back-to-basics as a money-saving device, but in a real sense, it is just another fad."

(This interview first appeared in the *FTP-NEA Advocate*.)

in brief

Teacher Reinstated After Age 65

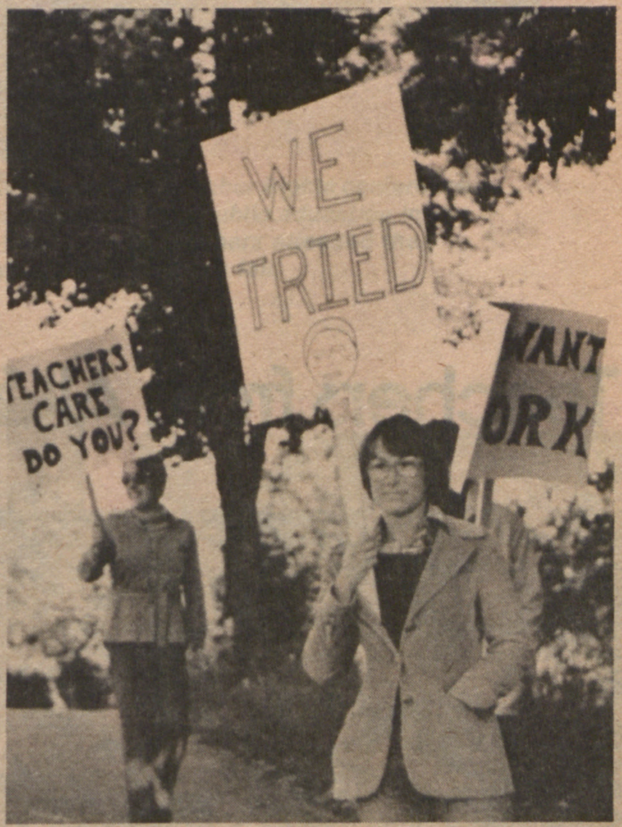
BLAINE, WASHINGTON—An elementary school teacher won reinstatement and back pay in a court action that challenged the mandatory policy calling for age 65 retirement.

Catherine Dolores Tondevold, who reached her 65th birthday in May 1976, lost renewal of her 1976-77 contract as the school board reaffirmed its district's mandatory age 65 retirement policy. When the board ruled against her appeal in February 1976, she filed suit in the Superior Court of Washington for Whatcom County.

Although the mandatory age 65 retirement policy had been adopted unilaterally by the Blaine School District, the collective bargaining agreement lacked a mandatory provision.

The judgement, handed down on May 20, 1977, by the Superior Court, awarded Tondevold reinstatement, a contract for the 1976-77 school year, and back pay of more than $13,000. The Court also ordered the school district to pay more than $9,000 in legal fees and expenses.

Tondevold received support from the Washington Education Association and NEA's DuShane Emergency Fund.



In the first strike of its kind, 52 members of NEA-Hopkinton in southeastern Rhode Island went out September 7-15 to win a limit on the number of handicapped children placed in their class. Though not making it part of the contract, school committee members agreed to accept a neutral arbitrator's recommendation that not more than two special education students be placed in a regular elementary classroom. When one or two special students are placed in a classroom, the class size must be limited to 23-25 in kindergarten to grade 3, and 25-27 in grades 4-6, the first class size limits in Hopkinton. Ron Di Orio, president, NEA-Rhode Island, says "Our members are asking for this. We're going to try to put it into all our contracts."

SCHOOLING THE HANDICAPPED

Teachers Ask "What Does It Me

"Teachers can help themselves and their students by becoming advocates for handicapped children," NEA Executive Committee member and Milwaukee elementary teacher Lauri Wynn said at the NEA meeting.

LOUISVILLE, KY.—Some 50 teachers and teacher-leaders—gathered at an NEA-sponsored regional teacher rights conference here this fall—sought answers to how educators can meet the needs of handicapped children who will soon be coming into America's public schools.

NEA Teacher Rights sponsored four of the regional conferences this fall—in Washington, D.C., Dallas, and San Francisco, in addition to the conference here. Each included a two-day session on the new federal law that requires a free appropriate public education for all handicapped children (Public Law 94-142). About 100 teachers from 13 Southern and Midwestern states took part in the different discussion groups.

Many of the teachers already deal with exceptional children; others were regular classroom teachers wanting to know how the law will affect them.

The conferees discovered that the new federal law has created dissatisfaction, misinterpretation, and frustration in teachers. But they also learned that understanding the application of the key terms in the law could go a long way toward easing their concerns.

As panel member Midge Austin of NEA Teacher Rights pointed out, "It's a lack of understanding on the teachers' part as well as on their [administrators'] part as to what their rights are and what the law says. Once there's an understanding of the main issues in this law, it's going to be easier for teachers to deal with it because they'll know what the rights are, not only of the parents and the students but themselves."

Teacher Rights staff member, Carolyn O'Neal, reminded the conferees, however, that "this law is just what it says—a law for handicapped children, not a law for teachers. It's not a teacher rights law."

Lauri Wynn, NEA Executive Committee member, warned teachers against "taking the position that it is more than we can handle, finding things wrong with the law and speaking out against it—I believe

Teachers from All States Plan NEA Regional Conferences

"I hope my story encourages other handicapped people sitting around at home. I want them to get up out of their chairs and start doing things," 17-year-old Debbie Phillips told teacher-leaders attending an Instructional and Professional Development meeting at NEA Center. Debbie was born with one leg less than half the length of the other, with an undersized foot where the knee normally would be, but she is an award-winning horsewoman, medal-winning skier, and a competitive tennis player.

WASHINGTON, D.C.—More than 100 teacher-leaders and staff members from associations around the nation met here last month to plan a series of regional NEA Instruction and Professional Development conferences. Designed to reach members throughout the country, the conferences will take place during January, February, and March in Portland, Oreg.; Memphis, Tenn.; Denver, Colo.; Chicago; and Boston.

The impact and implications of PL 94-142, the Education for All Handicapped Children Act, will be a major part of each conference.

"Massive Responsibility"

At the sessions here, NEA Executive Director Terry Herndon said that, for teachers, the new law means another "massive responsibility with a paltry appropriation to pay for the specialists and facilities needed." But, he told the conferees, "it would be unconscionable to oppose the law, so we have to work to solve the difficulties it poses while it moves along. Without the law," he added, "millions of American children would continue to go under-educated, half-educated, or not educated at all."

Among teachers' critical needs in implementing the law, Herndon said, are the right kind of in-service education, reduced class size, added planning time, and released time for the meetings required in developing individual education plans for the handicapped youngsters.

Other speakers during the planning sessions here were NEA President John Ryor; Robert Herman, associate deputy commissioner of the U.S. Bureau of Education for the Handicapped; and Allen Schmieder, chief of support programs for the U.S. Office of Education.

Conference Schedule

Topics at the regional conferences—in addition to the impact of the handicapped law—will be teacher centers and the accountability movement.

The regional conference schedule is as follows:
Portland—January 12-15
Memphis—February 2-5
Denver—February 16-19
Chicago—March 2-5
Boston—March 2-5
Members may write to NEA-IPD, at NEA Center, for details.

About the New Law:
an?" "How Will I Cope?"

that is a backward position."

O'Neal pointed out that "the law does not require mass dumping in your class; that is the most prevalent misunderstanding."

Parents' Rights

Some teachers were concerned about parents who refuse to recognize that they have a handicapped child. Parents have the right to an independent evaluation of their child, paid for by the state, the teachers learned.

Parents who don't believe that their child is in fact handicapped may appeal their child's placement in an impartial hearing.

But the hearing officer (who must not work for the educational agency involved) may indeed find that the child is handicapped and needs special treatment.

This multi-page feature was prepared by NEA Reporter Assistant Editor Barbara Lawless.

Aggrieved parents can then appeal to the state educational board and, as a last resort, to the courts.

Law Must Be Followed

In states like North Carolina, where there is no collective bargaining, teachers can use the federal handicapped children law to their advantage, pointed out John Wilson, a noncategorical resource teacher from North Carolina who works with exceptional children.

He recently forced his school to move two children out of regular classes because they were not appropriately placed in the least restrictive environment.

"Your local association is your trouble-shooting team," Wilson said, warning, "If your association isn't willing to monitor the law, you can bet there'll be abuses!"

Federal funds to help school districts cope with handicapped children can be cut off if the law is not followed—a point teachers were urged to keep in mind while attempting to see that the rights of both teachers and handicapped children are observed.

Some teachers wondered if they would have to be certified to teach disabled children, such as the blind, deaf, or retarded.

Not as the law is written, NEA's O'Neal said, pointing out that a child who has a great handicap "shouldn't be in the regular classroom." Teachers will have to help determine whether a child belongs in regular classes in the first place, she added.

Teachers' Role Critical

Despite the emotion generated by bringing handicapped children into the class—emotion often based in fear and ignorance of what children who are different can accomplish—teachers "must remember that our preparation and understanding of this law are critical to how it will be managed," Lauri Wynn said.

Teachers will have to do more than just stand by, Wynn added, urging teachers to "advocate that classrooms be equipped, as the law does require, with the necessary physical facilities. We will have to ally ourselves with the handicapped youngsters."

Joe Roach, teacher from Louisville, Ky., expresses interest (at NEA Teacher Rights conference for Southern and Midwestern states) in regulations mandating a free public education in appropriate settings for all handicapped youngsters. One hundred teachers attended the two-day session in Louisville, one of four regional conferences held this fall.

Pointing out the importance of support for teachers when handicapped students are included in regular classes, Joseph Pessarelli, NEA Director from Kentucky, told participants in Louisville Teacher Rights seminar that he has two illiterate students in his Shelby County high school math class. Because a remedial reading class is full, the students aren't receiving help, Pessarelli explained, as Broward County, Florida, teacher Jennifer Freeland, left, listened.

"If a student needs four hours a day in a resource class with specially trained teachers, you'd better put that in his individual education program," suggested Raleigh, North Carolina teacher John Wilson. A noncategorical resource teacher for kindergarten through fifth grade students, Wilson said the federal handicapped law gives teachers in non-bargaining states leverage to deal with issues such as class size.

SCHOOLING THE HANDICAPPED

Transportation Serious Problems

"In a small school, a borderline mentally retarded child may be placed in a special resource classroom as the best way to meet the least restrictive environment policy," said Bob Meier, left, president of the Heartland Education Association (Des Moines and surrounding area). More students than expected are being identified, mostly as learning disabled, Meier said. Bob Gilchrist, middle, president of the Iowa State Education Association, told hearing panel members that "Placing a student in a regular classroom three or four periods a day, and in special education classrooms the rest of the day, does not basically reduce the class load responsibility of the regular teacher." Dick Herlein, right, president of ISEA's Department of Special Education, says teachers ask, "When do I find the time to plan individualized programs for handicapped students?" Herlein advocated release time for teachers to complete such programs.

DES MOINES, IOWA—In Iowa until recently, families with a handicapped child often moved from the farms and small towns into Des Moines because the city schools here had specialists who could teach their children.

In many rural areas, handicapped children still do not get services comparable to those who live in the city, parents said.

Children often ride the bus up to an hour and a half in the morning, and again in the afternoon in order to attend regional special education classes.

School administrators, teachers, parents, students, representatives of groups advocating the rights of the handicapped, and university professors testified during NEA's Teacher Rights hearings here October 24-25.

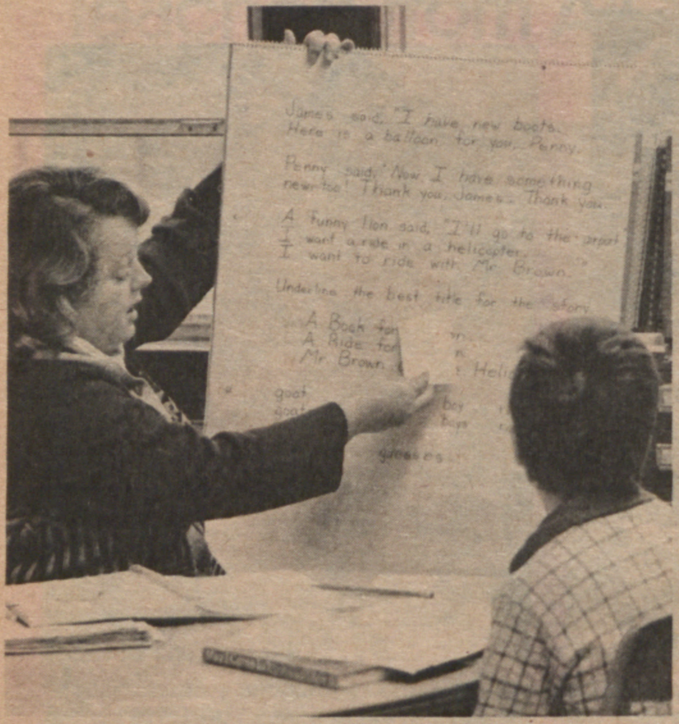
Members of the hearing panel included two classroom teachers, one special education teacher, three principals, the president of the National Association of the Deaf, the executive director of the Council for Exceptional Children, and two parents of handicapped children (one orthopedically and one mentally handicapped).

In 1974, the Iowa legislature passed a law covering the "education of all children requiring special education," requiring that a special education center be operated in each of the state's 16 education areas if the local school districts couldn't afford one.

Parents who live in rural areas often feel isolated.

"We were told our area (Marion County, southeast of Des Moines) was one of the worst in the state for help," said the mother of a child with Down's Syndrome. "We searched for other parents with the same problem."

In some schools, many of them built decades ago, physical barriers prevent children who have trouble walking from participating in music classes,



"The biggest problem is finding time for all that needs to be done," said Lana Michelson, who teaches 12 children with mental disabilities at Iowa's DeSoto Elementary School, 25 miles west of Des Moines. "The students go to classes with other children for art, music and p.e.—they're not treated differently from other children." Parents who are reluctant to have their children take special education are invited to sit in on her class. Michelson supplies games to other teachers to help her students, and once found a mother to tape record a difficult book. "I wouldn't integrate a student if the teacher were reluctant," she says, "but only a few have been. The child comes first."

"We want the best for our children. The law hasn't gone far enough. It should make sure we're getting the potential out of our children," Mrs. John Steger said. She and her husband are the parents of a 2½-year-old boy who has Down's Syndrome. Their son learned to walk and talk only after a home visitation teacher came to their house once a week. The Stegers live 50 miles from Des Moines, in Marion County. Said John Steger, "Our son will be three, and a friend's daughter with Down's Syndrome will be three, and they'll have to go to parochial school because there's nothing around in the public schools."

and Isolation—for the Rural Disabled

physical education, or eating lunch in the cafeteria with classmates.

Because a school in a rural area or small town might only have one or two children with a particular handicap, they might be placed in a regular classroom, but receive little additional help on a continuing basis.

"In a small school, a borderline mentally retarded child may be placed in a special resource classroom as the best way to meet the 'least restrictive environment' policy required under the federal education for the handicapped law," said Bob Meier, president of the Heartland Education Agency (which includes 63 school districts, including Des Moines).

The alternatives may not be attractive either: drive or bus a child to a regional special education center or, in Des Moines, into specialized city schools.

While the child receives therapy from specialists, he also loses the benefits of making friends in a neighborhood school.

One mother complained that her two sons who attend school in Des Moines have no friends in their hometown 15 miles away except for those they make at church.

Other parents agreed that special education centers tend to be "socially isolated."

One mother suggested that a Des Moines school specializing in the physically handicapped should have a "companion exchange" with other schools.

Those who stay in small local schools may have little choice in teachers, one mother said: if a teacher is unable to help her child, she has little recourse, except to urge that consultants and aides be brought in.

Iowa does weight handicapped students, counting them as 1.7 to 4.2 students for state aid purposes.

Some parents, however, said that as soon as their children left an elementary school specializing in the handicapped to take a regular class schedule, they were "unhandicapped" as far as state aid was concerned—but they are entitled to special therapy services.

Where are the Special Education Teachers?

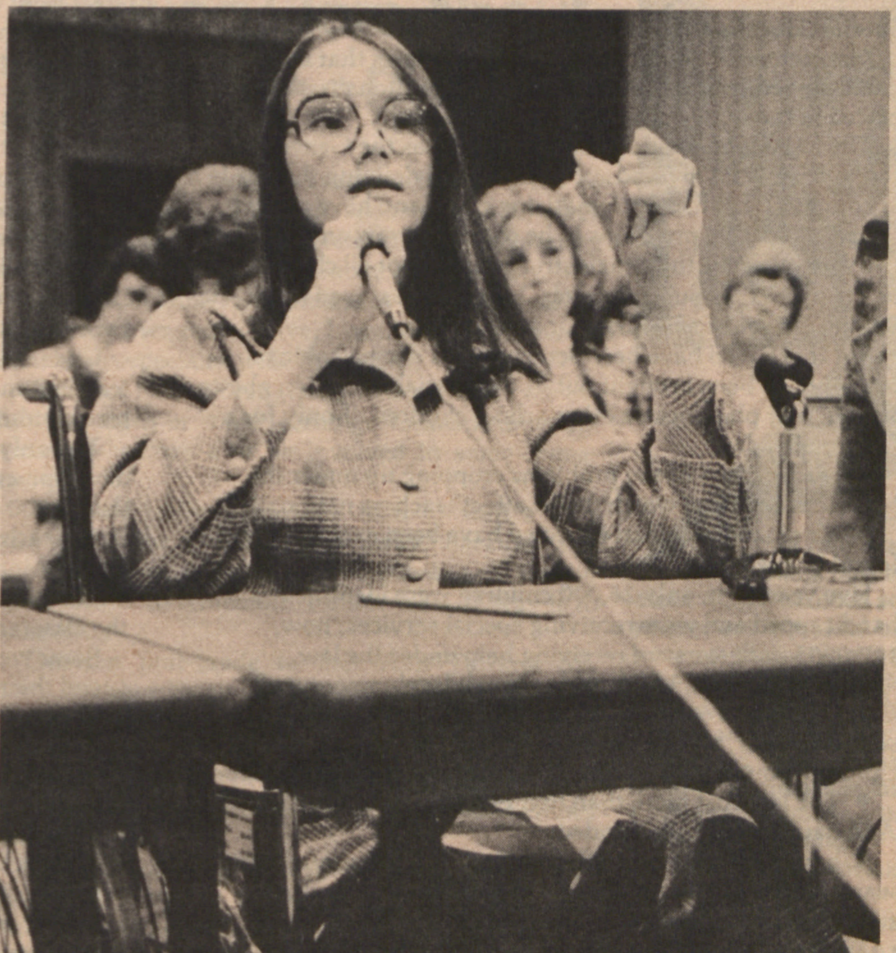
While teachers often have trouble finding jobs, Iowa school administrators say they have trouble finding special education teachers to work with the handicapped, particularly mentally retarded youngsters.

Frank Vance of the Department of Public Instruction suggested that preschool and elementary teachers be required to have at least eight hours of special education courses.

Dr. Lee Courtnage, head of the department of curriculum instruction at the University of Northern Iowa, suggested that prospective teachers may need five years of training or a master's degree to develop special education skills. He scorned "eight-hour wonders who take a summer course and are expected to teach special education in the fall."

Spike Hall, associate professor of education at Drake University, said teachers should seek not only a weighting formula to limit class size, but also bargain for the right to veto a child coming into their class if they can't handle the child's problems.

"If the child is a problem and takes a lot of time, maybe he should equal four others. Maybe we should have a maximum class size of 28. Consultants should be available full-time, maybe one to every 30 teachers, not one to every 400. I'd negotiate for that."



Tammy Grenz tells NEA Teacher Rights panel that she hasn't had much trouble adjusting to regular classes after graduating from a Des Moines public elementary school that specializes in the physically handicapped. "I haven't had much trouble, except in p.e., and my teacher is going to work out a program for me," Grenz said. Asked by a panel member if she had any social life, Grenz replied, "Oh, I get out!" She belongs to a computer club and hopes to specialize in applying computer technology to medicine. Her mother told the panel from the audience, "The school's good in helping her. I tried to get through to Tammy that she is handicapped but doesn't deserve too many special treatments—I don't want to set her apart from other normal children."

"Almost everyone accepted me at my new school, but one teacher tried to eliminate me from a class project because I'd have to use the basement stairs," 8th grader Brent Anderson told the panel. "But I used the second-floor stairs all the time and took part in tornado drills in the basement." Anderson said he missed the individual attention and swimming program ("it enabled me to do something as well as normal students") after he left Smouse, a public elementary school which specializes in physically handicapped children. Anderson uses braces but still participates in soccer and plays the trombone in the band. Anderson's parents said they moved to Des Moines because the small town in Nebraska where they both taught at the time lacked facilities for Brent. Under Iowa law, Brent's school receives no additional aid for handicapped students because he takes part in the normal class schedule. "Our son became 'unhandicapped' when he entered junior high," said Marlin Anderson, Brent's father.

SCHOOLING THE HANDICAPPED

Massachusetts Teachers

MASSACHUSETTS—While teachers in most states have until next September before handicapped youngsters are integrated into their schools, classroom teachers in the Bay State have been working with "special needs" children, as they are called here, for the last three years under a state law (Chapter 766) very similar to the new federal law (PL 94-142).

Special Education Ghetto

Massachusetts is one of a dozen or so states that requires handicapped children, some of them institutionalized, to be placed in the public classroom if appropriate.

The Massachusetts legislature, known as the General Court, found that "past methods of labeling and defining the needs of children have had a stigmatizing effect and have caused special education programs to be overly narrow and rigid. . . ."

By no means is this "mainstreaming"—not all children have been moved into public schools. Many have stayed in private schools, specialized schools, or institutions.

But those who have been screened and deemed able to benefit have been brought out of the special education ghetto, taking their place beside other school children, if only for a few hours a day.

What are some of the problems cropping up under the Massachusetts law which might affect teachers nationally?

- **More students than expected have been evaluated and found to need help.**

Five years ago, only 26,000 children were identified as handicapped and were receiving special services; now, 147,000 youngsters are receiving help under the law.

Fred Andelman, MTA professional development staff member, points out, "Under the federal law, with its more sensitive filter, teachers and others will find more handicapped children, youngsters who would have gone unnoticed before."

- **The law cost more than first estimated—a lot more. And hasn't been fully funded.**

When the law became effective in 1974, the annual cost was estimated at $11 million in Massachusetts; now, that figure is $160 million.

The state has only partially funded the handicapped law, between 60 and 70 percent, says Andelman, pitting general education aid against that earmarked for special education.

NEA believes that federal funding is inadequate—only five percent of the average national cost for elementary and secondary school students, about $70 per handicapped child, is provided during the 1977-78 school year—and is lobbying to get the 40 percent federal funding planned for 1982 to take effect right away.

- **In-service training for teachers has been inadequate, to say the least. "Experience is the best teacher"—often the only one.**

Teachers universally said that local administrators failed to provide training (state law doesn't require or fund in-service training).

The Massachusetts Teachers Association provides teachers with booklets to use in observing children who seem to have persistent problems, and, in conjuction with Cambridge's Lesley College, helped develop a three-hour credit course on the state law.

Under federal law, state education agencies must see that teachers and others working with handicapped children receive training—but states or localities must pay the cost.

The only federal money will come through a manpower development program which can provide training for fewer than 1,200 of the nation's 2.2 million teachers.

- **Teachers are still learning what benefits they should demand in collective bargaining to relieve the additional workload caused by integrating handicapped children into the classroom.**

Some contracts provide compensation pay when teachers spend their own time evaluating students or meeting with their parents (an issue now under arbitration in Acton).

The Woburn (Mass.) Teacher Association negotiated the right two years ago not to give up duty-free periods during the day and to be paid on an hourly basis for meetings held outside the regular school day.

Massachusetts teachers will soon demand that handicapped youngsters be weighted to effectively reduce class size, giving a teacher more time with both special needs children and regular students.

IN ACTON,

Fighting To Keep Teachers for the Disabled

Joanne Dagdigian, a third grade teacher at Gates School in Acton for the past 6 years, has spent 13 years in teaching. She learned to work with handicapped children through experience.

Gates School, which became known for teaching handicapped children several years ago, has a larger percentage of students with special needs than other schools, because parents believe their children are better served with all specialists in one location.

"Slow learners now go on field trips as a matter of course. Before, I would have to ask a teacher as a personal favor to let a (retarded) child interested in music go to a concert. Now they all go," said Dagdigian. "The other children aren't neglected; they benefit by broadening their attitude about humanity. Their attitude is good. If someone is cruel to a special child, I know someone else will tell me," she said.

ACTON, MASS. — Acton lies off commuter Route 128, 40 miles northwest of Boston.

A well-kept middle class community, Acton, unlike many other areas, is not losing population, so its teachers aren't being riffed—"but we have to fight to keep them," says Nadine Yates, speech therapist and former chairperson of MTA's Special Education Committee. "We're not getting new staff."

The Acton Education Association is currently in arbitration over contract language related to the state's law mandating that "special needs" children attend public schools when appropriate.

Teachers contend that their contract says they'll be paid if they put in "non-teaching time" on evaluations for children suspected of having physical, mental or emotional problems.

"We're not asking for extra pay for the frustrations of teaching special education children, but we can measure the time spent on meetings after school, say from 3:30 to 5 p.m.," Yates explained.

The school committee contends "nonteaching time" means only lunch periods or preparation periods during the regular school day.

Teachers say it means time spent before and after school, and on weekends.

Younger children listen to Sparky, the fire prevention dog, explain how a fire engine works. Children with learning disabilities or emotional problems or who are mentally slow mix with regular students at Gates School in Acton, Massachusetts.

"I remember one handicapped child who had been in a class of only four," said Gates teacher Joanne Dagdigian. "She saw our classroom for 25 students, and exclaimed, 'Oh, it's big!' I told the other children that it was like a new baby or a puppy coming into the world—it's up to us to make her feel comfortable."

·Found It Could Be Done

IN TAUNTON, Learning More About Teaching the Disabled

TAUNTON, MASS.—Teachers in this town 40 miles southwest of Boston sponsored a 16-week workshop explaining the state law on integrating handicapped children into public classrooms.

Says Carol Doherty, elementary school counselor, "From my own perspective, I would prefer to evaluate early, especially with little ones.

"When I have a first grader who comes to me exhibiting signs of some learning problems, letter reversals—he may also be involved in some immaturity.

"I would rather remediate than to wait a year and see if the problem goes away. Because if it doesn't, the problem is compounded, and then it takes longer to remediate. I think the safe way is to intervene."

Taunton first-grade teacher Ann Teixeria has been teaching six years. She has a master's degree in reading, but no specific training in working with handicapped children.

"Other children in the class are usually very helpful with handicapped classmates — sometimes too much so.

"They would help a boy with cerebral palsy to write, but I had to tell them to stop. The doctor wanted him to develop his strength in that hand."

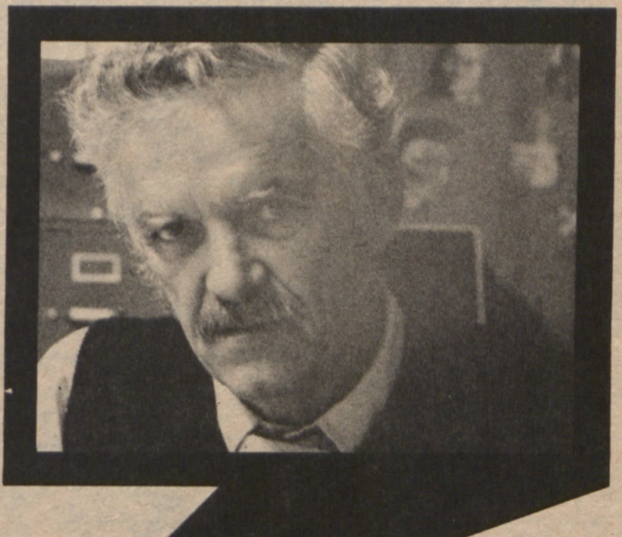
"Children do rise to the occasion. We have to learn about all kinds of people, so those with handicaps won't feel they're freaks."

After teaching third grade for 12 years, Carol Doherty switched to elementary counseling four years ago. The third vice-president of MTA, she estimates that in the two schools she covers, 15 to 20 percent of the 460 children in the first through fifth grades have special needs.

"Initially the reaction to a special needs student was, 'who's that child?' But now they're part of school life.

"When I taught, I had a slower than average boy in the third grade. Other children would help him in science, make sure he had his turn in storytelling, and let him take part in games. They'd ask, is Jeffie [not his real name] coming to our class party?

"One child was severely burned and had been out of school a year. The children remembered him from the first grade and wanted to know, should he run? Should we let him run? Should we help him button his coat?"



James Lamb, who has taught fourth graders in his 13 years of teaching, now instructs a fifth-grade class which includes seven mentally retarded youngsters in a class of 25. The percentage is high because Weir Elementary School has three resource rooms for special needs children. "I may have to handle a (special needs) child a little differently, put my arm around him when I'm telling him to do something. I send those with reading problems, say on the second grade level, to the resource room. I can handle those on the fourth as well as the fifth grade level in class.

"When a child goes into the fifth grade he gets the idea he can succeed. This is true even if he has separate drill-and-skills during math class. We set up a special education plan for three, six, or nine months. A so-called normal child often gives me as much trouble as the special needs child."

IN CAMBRIDGE, Mainstreaming the Handicapped

CAMBRIDGE, MASS.—This town across the Charles River from Boston, well known as the home of Harvard and other universities, offers handicapped and regular students a unique experience: on Friday afternoons, volunteers teach sailing on the Charles.

Some 90 of Peabody Elementary School's 500 students were under evaluation last year—students deemed to be in need of special help.

"Most of the recommendations for evaluations come from teachers," said principal Leland G. Miller, who credits the school's teacher with Peabody's success in integrating handicapped children throughout its eight grades.

"Most of our teachers stay here, they rarely go elsewhere," he said. One who did leave was a resource room teacher who went to start a similar program in another school this year.

In this transient community, where students come from 18 different countries and 42 percent have parents who are divorced or separated, students who need extra help can get it from either full- or part-time specialists in speech, learning disabilities, psychology, guidance, or the resource room teacher. Lacking is a remedial reading teacher.

Teachers consistently said that they could handle children who need additional help—but only if they have the back-up of aides and specialists.

Peggy Silverio, third grade teacher at Peabody, has been teaching for six years without any training in special education. She talked to the REPORTER during her lunch break, munching cafeteria pizza.

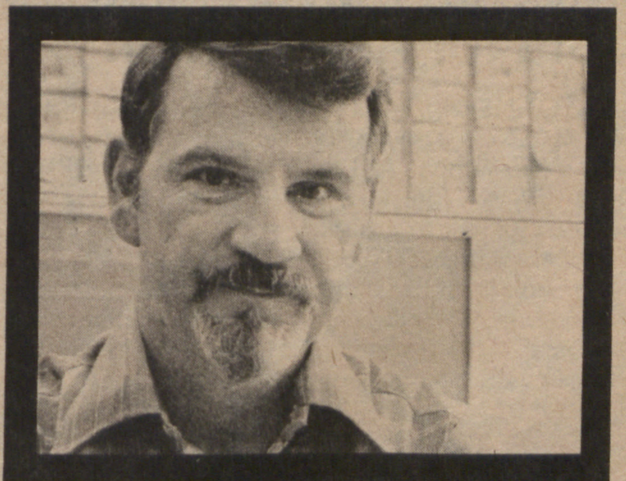
"I teach other children to be friends with the special youngsters even if they are different.

"I once had three special education children in my class at once (total class size is 25 under Cambridge Teachers Association contract). A few boys were nasty at first to some of the students, so I asked them to ignore the special students if they couldn't be nice.

"I asked one of the special education boys to play kickball, but he wasn't interested in anything.

"He'd always say, 'I hate that!' about almost everything. He said he hated movies—but he learned to run the projector.

"Sometimes teachers don't know what to do with the slow learners academically, but they can include them socially."



Leonard McGrath has spent 24 years of his life in special education, 15 of them at Peabody School. Other teachers freely credit him with most of the success in integrating special ed children and refer to them affectionately as "Lennie's kids."

"When I first started in this field I literally taught in a dark basement, in another school.

"The special education teachers were segregated —we ate lunch with our students, apart from the rest of the school. We didn't have any breaks.

"Special education teachers didn't used to interact with other classroom teachers. Or when we did, it was because we had a problem.

"Now there's a complete reversal. There's more opportunity for me to interact with all teachers. Now I'm giving *them* help.

"What is success with a retarded child? It's if a child is happy and enjoys coming to school. I'll worry about his reading only after that."

Teachers Join Challenge on Use of NTE Scores

WASHINGTON, D.C.—NEA, the South Carolina Education Association, and eight South Carolina teachers, serving as plaintiff-intervenors, have entered a jurisdictional statement here in the U.S. Department of Justice's class action suit against South Carolina's application of the National Teacher Examination (NTE), currently before the U.S. Supreme Court.

Filed in federal court in 1975, the suit challenges South Carolina's use and enforcement of the NTE requirements. The Justice Department alleges that South Carolina adopted and continued to enforce cut-off score requirements for the purpose of and with the effect of paying less state aid, local supplements, and retirement benefits to black teachers than to similarly situated white teachers. The suit also charges that a significantly greater number and percentage of black teachers than similarly situated white teachers are denied job opportunities within South Carolina.

Such practices, the suit claims, are in violation of the Civil Rights Act of 1964, as amended in 1974, and the Fourteenth Amendment.

NEA Delegates Attend Women's Year Conference

HOUSTON, TEXAS—About 25 NEA members representing 18 states were expected to attend the International Women's Year Conference here, November 18-21.

The conference, established by a Congressional Act, brings 1,442 elected delegates and 400 delegates-at-large here to vote on 26 issues. These issues, of which two are of particular concern to NEA delegates (education and the ERA), are part of a "plan of action" to be presented next March to President Carter and Congress on ways to overcome barriers to women in society.

The NEA delegates attended a caucus-reception with NEA President John Ryor on November 18. Following that they were scheduled to attend an ERAmerica reception, where First Lady Rosalynn Carter and former First Lady Lady Bird Johnson were to be featured speakers.

Bayonne, N.J., Teachers Vote for Association

BAYONNE, N.J.—In the first teacher-unit bargaining election in New Jersey this school year, teachers here delivered a major defeat to the AFT local, which lost to the Bayonne Teachers Association by a vote of 343 to 199. Five votes were cast for neither group.

UniServ staffer Fred Pieroni said the vote "repudiated the federation's inept handling and lack of leadership—specifically a 1976 strike of five days in which the federation asked the teachers to ratify something less than what they had been offered by the board of education prior to the strike."

New Jersey Education Association spokesmen pointed out that the Bayonne AFT unit had been one of the original and longest entrenched AFT affiliates in the state.

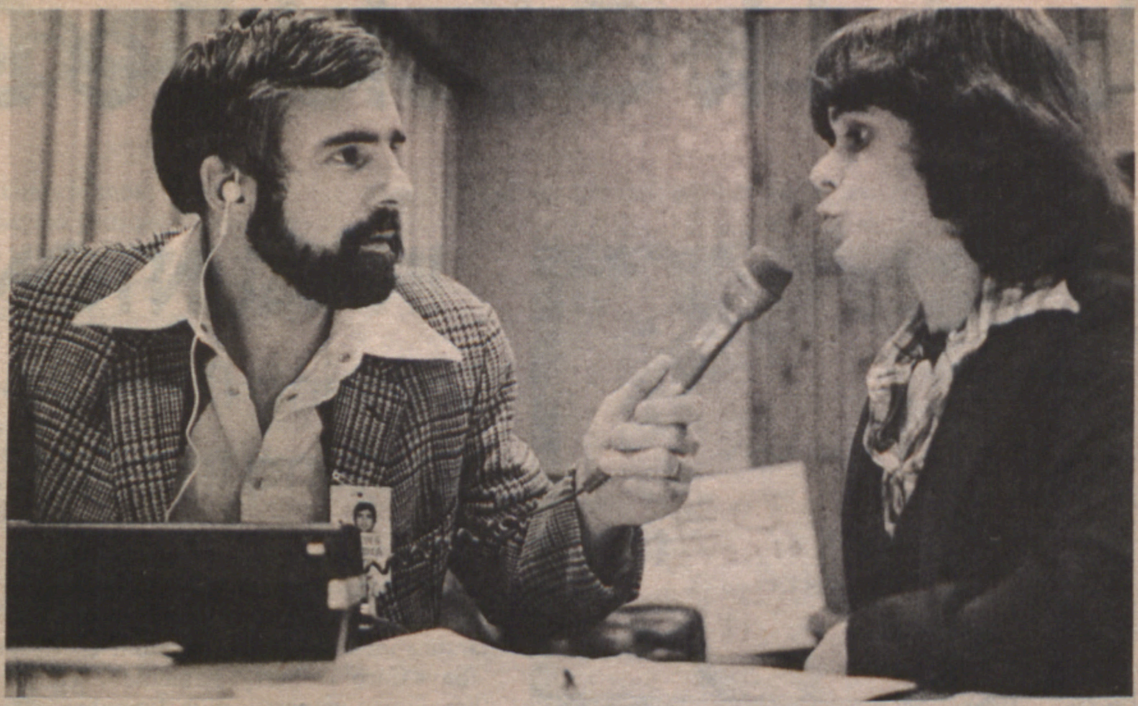
Oregon Employment Board Reinstates NEA Director

SEATTLE—The Washington State Employment Relations Board has found the Central Linn School District guilty of interference and coercion of an employee, discrimination of union activities, and violation of a collective bargaining contract which contained a non-reprisal clause, in the case of Glenn Harrison, Oregon NEA Director.

Harrison was ordered reinstated with full back pay plus six percent per annum interest and all rights he would have accrued, including tenure, since the time he was nonrenewed.

The state board said that Harrison had always received "excellent and outstanding evaluations." The district admitted finding no fault with Harrison's teaching performance.

The nonrenewal was based on the district charge of interference with the educational process, incapability, and lack of cooperation with the administration. The charges stemmed from two instances when Harrison spoke to local teachers about grievances and collective bargaining.



John Merrow, reporter for National Public Radio's "Options in Education" program, interviews special education teacher Terri Arndt during the NEA Teacher Rights hearing held in Des Moines, Iowa, this fall. "Parents ask me, 'When will my child be cured?' They need to be informed about their child's handicap so I could spend my time planning an education program," Arndt said. Arndt teaches children with educable mental disabilities at Phillips Elementary School in Des Moines. Her remarks were broadcast over NPR stations last month as part of a program on handicapped children in the classroom. The NEA Representative Assembly in passing Resolution 77-6 affirmed its support of public television and radio, which "can have a positive impact on the educational process."

Deadline Set for NEA Candidates

April 1 is the deadline for advance filing for candidates for NEA office who wish to have pictures and candidate statements published in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the NEA Executive Office.

NEA officers to be elected at the 1978 Annual Meeting in Dallas are secretary-treasurer and two members of the Executive Committee. The Annual Meeting will take place July 1-6.

Submission of filing forms does not constitute nomination for office. Nominations will take place during the first meeting of the Representative Assembly.

The NEA Constitution provides that any candidate for executive office or Executive Committee must have been a member of NEA for the five-year period preceding the election.

Communications should be directed to Irma Kramer in the NEA Executive Office.

Two versions of "The Nutcracker" ballet in December are recommended by NEA. One is the Soviet Bolshoi Ballet version, with host Mrs. Betty Ford, (shown left above in Red Square during a tour of Moscow). The second is by the American Ballet Theater, starring Gelsey Kirkland and Mikhail Baryshnikov (right photo). The Bolshoi "Nutcracker" is scheduled for December 18 on NBC-TV at 7 p.m. (Eastern time). The American Ballet Theater will be telecast by CBS during December (watch local listings for date and time).

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Talk to Jimmy Carter

You are correct in your bold red headlines of the September, 1977, *NEA Reporter* that "It's time for you to talk to Jimmy Carter," (and I have written to him).

However, with what follows those bold red headlines I can not agree. Another monstrous bureaucracy on top of what we already have? More and more and more government? It's later than you think!

F. B. Hopkins
Youngstown, Ohio

California

You say you are listening—but are you? For many years, as a California teacher, I have heard teachers complain that the N.E.A. is really not their organization because everything is Eastern slanted. We realize that we have a fine organization in C.T.A., but we would like to see *something* about California in *some* issues of the *Reporter*, and also to know that you are helping us with California problems. We WANT you to be Washington D.C. based, for the clout you can wield, but please, we'd like to know we have some input, also.

Claire V. Crain
Torrance, California

Ill-Advised Actions

I had very serious reservations about rejoining NEA this year. . . . Notably I object to the N.E.A. taking stands on gun control, the B-1 bomber, boycotting the products of a manufacturer, the Equal Rights Amendment, and endorsing a presidential candidate. These things have very little to do with serious educational concerns. Through such ill-advised actions I believe the N.E.A. will likely alienate political pressure groups which otherwise might not be hostile to education.

Arthur H. Watson
Wrangell, Alaska

Not Pertinent

I wish to protest the use of the *Reporter* to promote such non-education ideas as: The "Equal" Rights Amendment; the Bakke Case; Foreign Travel Plans; a book club; etc. *These things are not pertinent to teachers!!*

May I suggest you fill the pages with *education ideas and materials!*

Jeffrey P. Vallosio
Washington, Illinois

Members' letters are welcome. Please address them to Editor, ***NEA Reporter,*** **1201 Sixteenth St., N.W., Washington, DC 20036.**

World Government

I am a five year veteran of the teaching profession. During that time I have become increasingly aware of the harmful work that the NEA is doing, under the aegis of helping our educational system. There is a plan in the world to turn away nation states, including our own beloved land, and to bring about one world government. . . .

Dennis R. Herrmann
Rock Hall, Maryland

Bakke Pro and Con

I for one must voice my objection to the NEA's filing an amicus curiae brief in support of a special admissions program for minority students in the current Bakke case.

If we are going to take a stand on judicial or public issues, then I believe some attempt should be made to determine the feelings of the membership. While it is true that the NEA is a representative association and we do, in a sense, delegate our decision-making policies to those selected to serve in certain organizational positions, there are some educational issues that affect us directly and we should, therefore, be given the right to express an opinion. I think, in this case, that the membership should have been polled directly, by mail, before this step was taken.

Harriet S. Yellin
Baltimore, Maryland

I am disappointed in N.E.A.'s decision not to support Allan Bakke in his fight to obtain admission to the U. of California School at Davis, and am in *complete disagreement* with your decision to file an amicus curiae brief in support of the special admissions program for minority students in the aforementioned university when superior students, regardless of race, are denied. Whether N.E.A. will admit it or not, to me this is definitely a case of discrimination against majority-groups, whoever they may be.

William Bottom
Holly Hill, Florida

I wholeheartedly support NEA's stand on the Bakke decision.

I'm a Mexican-American and I have been teaching in a bilingual kindergarten for four years. Had it not been for a special admissions program at the University of California at Santa Cruz my acceptance into a four-year college may have never occurred.

Josephine Arroyo Rosen
Whittier, California

NEA Income Fund Declares Third Quarterly Dividend

McLEAN, VA.—On October 13, the board of directors of NEA Income Fund, Inc., declared the third quarterly dividend distribution to shareholders. The distribution was $0.15 per share, an increase of $0.03 per share from the previous quarter, making the total distribution for the calendar year to date $0.36 per share. A similar increase in the fourth quarterly distribution is anticipated.

The NEA Income Fund began operation in January 1977, with the investment objective of providing a high level of current income to the extent consistent with the preservation of capital.

Investment adviser of the fund is Mercantile-Safe Deposit and Trust Company of Baltimore, Maryland, one of the top 75 banks in the country specializing in the management of fixed income accounts.

Information on the fund may be obtained from NEA Funds, Sales Department, 7900 Westpark Drive, McLean, VA 22101.

NEA 1978-79 Budget Process Under Way

The NEA Committee on Program and Budget has begun the budget-making process for the 1978-79 fiscal year.

Chaired by NEA Vice-President Willard H. McGuire, the committee is holding a series of meetings that started in October. Additional meetings are scheduled for January 27-29, 1978; February 25-27, 1978; and March 19-20, 1978. These sessions will be held in the NEA Center.

All committee meetings are open to members and input into the process from individuals and affiliates is welcome.

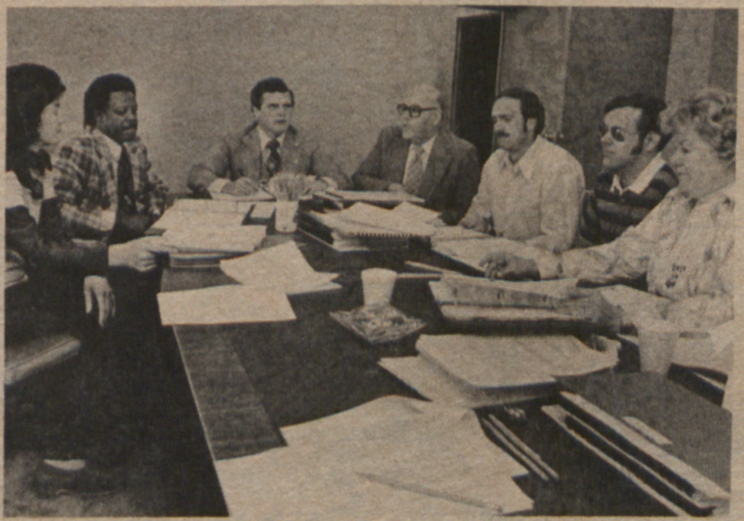
Written inquiries and suggestions on program content should be forwarded to Willard H. McGuire, Vice-President, at NEA Center. Suggestions for inclusion in the budget should contain sufficient information to allow the committee to reasonably ascertain the cost implication and program worthiness.

The committee will also hold regional budget input hearings to solicit members' ideas for consideration. These hearings will be held in conjunction with NEA Regional Council meetings as follows:

New England:	Boston, Massachusetts Parker House Hotel	Sunday—2:00 P.M. December 18
Great Lakes:	Cleveland, Ohio Sheraton Hopkins Hotel	Saturday—9:00 A.M. January 7
Southeast:	Atlanta, Georgia Atlanta Hilton Hotel	Saturday—3:00 P.M. January 14
Western States:	Denver, Colorado Denver Hilton Hotel	Sunday—1:30 P.M. January 15
West Coast:	San Diego, California Sheraton Harbor Island Hotel	Saturday—2:00 P.M. February 18

Program goals for the 1978-79 fiscal year were adopted by the NEA Board of Directors at its September 30-October 1 meeting. The Committee on Program and Budget will recommend program objectives to the Board at its December meeting for tentative approval. The Board will additionally rank the objectives in priority order for guidance to the committee as it develops the 1978-79 program budget.

Development of the program budget will continue through the spring and a balanced budget will be presented to the Board at its May meeting for approval for distribution to state and local leaders.



Working at their November 12-13 meeting are members of the Program and Budget Committee (left to right): Roxanne Bradshaw, NEA Director, Colorado; Luther Burse, NEA Director, Pennsylvania; NEA Vice-President Willard McGuire, who chairs the committee; NEA Secretary-Treasurer John T. McGarigal; James Blank, NEA Director, Wisconsin; Glenn Harrison, NEA Director, Oregon; and Marian Conrad, NEA Director, Nevada. Douglas Ralston, higher education representative, did not attend this session.

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